

# Ludwig Van Beethoven

Main  
Classical  
Composer

One of his most famous pieces of music is the **5<sup>th</sup>** Symphony.

“Dun dun dun duuuun”

He wrote **nine** symphonies altogether.



**Orchestra**  
A large group of musical instruments playing together

## GLOSSARY

**Beethoven** - a classical composer

**Duration** - the length of a note (short or long)

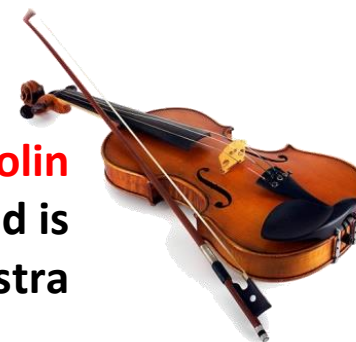
**Orchestra** - a large group of musical instruments playing together

**Pulse** - the regular beat of the music

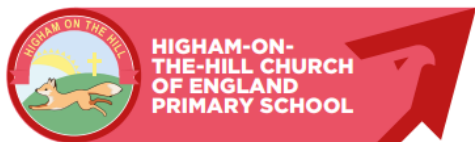
**Symphony** - a long piece of music for orchestra

**Violin** - the smallest string instrument

A **violin** has strings and is in an orchestra



He was born in Germany.



CURRICULUM REQUIREMENTS	Singing	Playing and Performing Using Instruments	Listening and Responding	Composing and Creating	Recording music / Notation	History of Music
	KS1	<i>Use voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<i>Play tuned and untuned instruments musically</i>	<i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Experiment with, create, select &amp; combine sounds using the inter-related dimensions of music.</i>	<i>Explore how music is communicated using appropriate musical notations.</i>
Y1/2	<ul style="list-style-type: none"> <li>♪ Use my voice to good effect.</li> <li>♪ Perform with others', taking instructions from the leader.</li> <li>♪ Sing songs from memory with accurate pitch.</li> <li>♪ Choose songs to sing and perform.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Play notes on instruments with care so they sound clear.</li> <li>♪ Perform with control and awareness of what others in the group are playing.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Recognise changes in timbre, dynamics and pitch.</li> <li>♪ Listen carefully and recall short rhythmic and melodic patterns.</li> <li>♪ Begin to recognise some of the key orchestral instruments and their families.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Carefully choose sounds to achieve an effect.</li> <li>♪ Create short rhythmic phrases.</li> <li>♪ Show control when playing musical instruments so that they sound, as they should.</li> <li>♪ Use changes in pitch to communicate an idea.</li> <li>♪ Recognise and create repeated patterns with a range of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Create a longer sequence of music using pictures or symbols</li> <li>♪ Include 'silence (a rest) in the music using an appropriate sign, symbol or picture.</li> <li>♪ Use this score to play the music back as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Know the names of great composers - and something about the music they have written</li> <li>♪ Begin to recognise a piece by these great composers by key phrases.</li> <li>♪ Begin to describe the types of instruments playing in this key piece of music.</li> </ul>

### Example activities for this unit:

***(Listen to the beginning of the music lots of times – it will stick in children’s heads!)***

Listen to the music of Beethoven’s fifth symphony: <https://www.youtube.com/watch?v=C99WlcDc9-k>

- Which notes are short and long? (Duration)
- Clap along with the pulse of the music when it gets started in the main section (pulse)
- Recording - Use graphic score notation for long and short notes.
- Watch a video of an orchestra playing the 5<sup>th</sup> Symphony: <https://www.youtube.com/watch?v=C99WlcDc9-k>
- Make a group or class orchestra to help to understand the word orchestra – use boomwhackers? untuned percussion? (if you use boomwhackers of tuned percussion only used the notes C D E G A as these will **not** create dissonance)
- Composition - Use tuned percussion to explore notes and play something in the same rhythm **“dun dun dun duun”** explore alternative long and short rhythms.

**Assessment questions / activities:**

- Where was Beethoven born?
- What is a violin? Which instrument family does it belong to?
- What is an orchestra?
- How many symphonies did Beethoven write altogether?
- Can you sing the first line of his 5<sup>th</sup> Symphony?