

cdp Kids

'Meeting Mozart' Curriculum Connections

Last updated 3rd December 2019



Photo by Daniel Boud of Simon Tedeschi

About 'Meeting Mozart':

The production introduces young audiences to a range of Mozart's music, from variations on 'Twinkle, Twinkle, Little Star' to his large-scale orchestral pieces. The production explores the instruments, scores, themes behind the music, and life of the musician who wrote them, aiming to instill a love and appreciation of classical music through an atmosphere that is fun, participatory and inclusive.

Watch with delight as world-renowned pianist Simon Tedeschi assumes the persona of the mischievous musical wunderkind himself, Wolfgang Amadeus, and is accompanied by an Australian Actor/Soprano as his wife, Constanze Mozart. Audiences will meet all the instruments in the ensemble along the way and discover some of Mozart's best-known and beloved classical music.

About the company:

CDP Theatre Producers is a boutique producer based in Sydney, Australia. The company is Australia's largest producer of work for young audiences, creating award winning theatre of the highest quality. In addition to music education works, CDP adapts the world's best children's books for the stage for 0-12 year olds and their families, working with Australia's highest calibre artists. The company tours more widely than any other theatre company across Australia, and are committed to producing work which engages, educates, inspires and challenges audiences, whilst remaining relevant and accessible. '*Meeting Mozart*' premiered in 2013 at Sydney Opera House as part of their "Babies Proms" series.

About Simon Tedeschi:

Simon Tedeschi is one of Australia's most renowned and sought-after pianists, awarded several prestigious prizes including first prize in the Keyboard division of the Royal Overseas League Competition (UK), Symphony Australia's Young Performer of the Year Award, and the Legacy Award from the Creativity Foundation (USA). Also recipient of a Centenary of Federation Medal, Tedeschi has performed in major concert halls throughout Europe, North America and Asia, and for world leaders such as George W. Bush, Vladimir Putin, Nelson Mandela and the Dalai Lama.

Engaging with Curriculum

Meeting Mozart offers a wide range of opportunities to engage with different areas of the curriculum, such as **Social Studies (including World History)** and **Fine Arts (including Music, Dance, Theatre, Visual Arts)**.

This guide will offer suggestions for how to further engage students with the production through a selection of pre and post show activities, which highlight key skills and areas of study, including:

Social Studies (including World History):

- History – The life and times of Wolfgang Mozart.
- Culture – European classical music and its influence on world music, and Fashion in the 18th Century

Fine Arts (including Music, Dance, Theatre, Visual Arts):

- Listening and Critical Thinking – music vocabulary, analysing and describing music, including identifying instruments and the roles within an orchestra (e.g. composer and conductor)
- Performing – instruments, vocal and movement, alone and with a group
- Creating – composing music, improvising, creating variations, and choreographing movement
- Relationships Between Art Forms – classical music, opera and dance

Finally, the guide includes post-show reflection questions and additional resources.

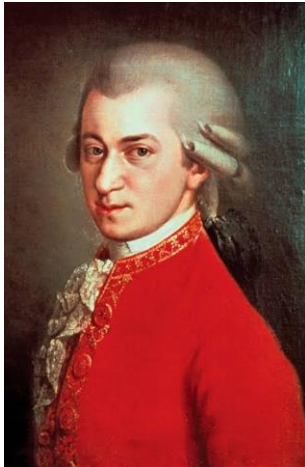
ACTIVITY 1: WHO IS MOZART?

Learning Area: Social Studies / History

In the performance of 'Meeting Mozart' you will be introduced to Wolfgang Amadeus Mozart, the prolific Austrian composer who created many operas, concertos, symphonies and sonatas, and his wife Constanze.

Who was Wolfgang Mozart?

Wolfgang Amadeus Mozart was a musician capable of playing multiple instruments who started playing in public at the age of 6. Over the years, Mozart aligned himself with a variety of European venues and patrons, composing hundreds of works that included sonatas, symphonies, masses, chamber music, concertos and operas, marked by vivid emotion and sophisticated textures.



Quick Facts

- NAME: Wolfgang Mozart
- BIRTH DATE: January 27, 1756
- DEATH DATE: December 5, 1791
- PLACE OF BIRTH: Salzburg, Austria
- PLACE OF DEATH: Vienna, Austria

<https://www.biography.com/musician/wolfgang-mozart>

Who was Constanze Mozart?



Constanze Mozart (nee Weber) was a trained singer, and the wife of Wolfgang Amadeus Mozart. They married on August 4, 1782 and had six children, however four died in infancy.

Quick Facts

- NAME: Constanze Mozart (nee Weber)
- BIRTH DATE: January 5, 1762
- DEATH DATE: March 6, 1842
- PLACE OF BIRTH: Zell in Wiesental, Germany

Suggested activities:

- Create a timeline of Wolfgang and Constanze Mozart's lives. Discuss with the students how it can be displayed (e.g. using a digital format, through drawing, through video, through text, etc).
- What are the key moments in their lives that the students want to include? Does the timeline include when he composed some of his key works?

ACTIVITY 2: CULTURE AND TIMES

Learning Area: Social Studies / History / Culture

Mozart's Famous Works

Mozart composed a great number of works, some of which you will hear in 'Meeting Mozart', and some of his most famous include:

- Queen of the Night aria – The Magic Flute
<https://www.youtube.com/watch?v=nLgYN71ZRyE>
- Overture -The Marriage of Figaro
<https://www.youtube.com/watch?v=8mZMEVAIXm0>
- Serenade No. 13 in G Major or 'Eine Kliene Nachtmusik'
<https://www.youtube.com/watch?v=avbMpieXzYk>
- Piano Sonata No. 11 in A Major, K 331 - III. Rondò alla Turca
<https://www.youtube.com/watch?v=I0dYoifSghQ>

Suggested activities:

- Many pieces of music that Mozart composed are still listened to, and used today, for example, in television programmes and adverts.
- Play some of the music using the youtube clips in this resource – ask the students if they recognise any of the excerpts.
- Using the clips of Mozart's work and other classical composers such as Bach, Beethoven or Vivaldi to create a game – the students can guess whether they think the excerpt is from a Mozart piece or not.

Fashion in the 18th Century

In 'Meeting Mozart' you will see Wolfgang and Constanze Mozart wearing modern versions of clothes that were fashionable in the 18th Century. Men wore long jackets, and women wore wide skirts. Both men and women often wore elaborate wigs.

The following youtube clips show how men and women would dress in the 18th Century.

<https://www.youtube.com/watch?v=fpS4B5oMhgo>

<https://www.youtube.com/watch?v=UpnwWP3fOSA>



Suggested activities:

- Discuss with the students what differences there are in the way men and women dressed in Mozart's times, and how people dress now.
- What are the different shapes? What materials would clothes be made from?
- Ask the students to design their own outfits for Wolfgang Mozart and Constanze Mozart, and label the features, materials and colours that they have chosen.

ACTIVITY 3: GETTING TO KNOW MOZART'S ORCHESTRA

Learning Area: Fine Arts / Creating / Performing / Listening and Critical Thinking

What is the role of the composer?

A composer is someone who writes music. Most composers are often skilled in playing one or multiple instruments and have a good ear for music. In the performance of 'Meeting Mozart' you will hear some of the music that Mozart composed, and has written down so that others can play the music with him.

What is the role of the conductor?

A conductor is someone who leads a group of musicians and uses their hands and/or a stick known as a *baton* to show them how to play. In the performance of 'Meeting Mozart', Wolfgang and Constanze will teach you how to conduct a section of music. For example, they may move their hands faster or slower to tell the musicians to speed up or slow down their playing.

What is a string instrument?

String instruments are made with a resonating box made of wood, which has strings stretched over a bridge that keeps the strings away from the wood. These strings can be bowed with a bow made from horsehair or plucked by the fingers.

In the performance of 'Meeting Mozart' Mozart plays the piano, which is part of the percussion and string families of the orchestra. The piano is unique in that it is both a string instrument (as each key is connected to a string stretched within the body of the instrument) and a percussion instrument (as each string is played by being struck by a hammer when the pianist hits the relevant key on the keyboard).

You will also meet other members of the string family of the orchestra. In the performance, you will hear them playing on their own and as part of a string quintet accompanying the piano. There are four different kinds of string instruments in an orchestra

- Violins (the highest sounding instrument in the family and the smallest)



- Violas (the next biggest)



- Cellos (the third biggest)



- and Double Basses (the very biggest)



In the 'Meeting Mozart' performance, you will hear 5 string instruments – 2 Violins, a Viola, a Cello and a Double bass. This is called a *String Quintet*.

Suggested activities:

- Discuss with the students how as the instrument gets bigger the sounds get lower and how you have to bow or pluck the strings on the instruments to make a sound.
- Encourage the students to experiment with making their own string instruments out of a box and some elastic bands
https://www.youtube.com/watch?v=b-Oocwv_HUU or a tube-tar
<https://www.youtube.com/watch?v=IJJulwU3TJ4>

Suggested resources:

The San Francisco Kids website explores the instruments of the orchestra:
<http://www.sfskids.org/templates/instorchframe.asp?pageid=3>

The MSO Learn App for ipad and iphone is also great to explore different instruments of the orchestra https://itunes.apple.com/au/app/mso-learn/id4414220_27?mt=8

ACTIVITY 4: THEME AND VARIATIONS

Learning Area: Fine Arts / Listening and Critical Thinking / Performing / Creating

Vocabulary:

Melody	An identifiable succession of musical sounds.
Theme	The most important melody at any specific time in a musical work. There can be one main theme in a work, or many themes.
Variation	A variation is music that is similar to the theme but is also different enough that it does not repeat the melody exactly.
Movement	A large unit within a symphony or concerto. It usually is comprised of many themes or musical ideas.
Pitch	The frequency of a note determining how high or low it sounds.
Key	A group of pitches and comprising a scale, the key is forms the basis of a piece or section of music.
Piano forte	Piano is the Italian word meaning to play gently or softly. Forte is the Italian word meaning to play loud or strong.
Allegro	Allegro is the Italian word meaning to play fast.

Songs included in the performance of 'Meeting Mozart':

- a) *Elvira Madigan* Piano Concerto No. 21
- b) *Eine Kluge Nachtmusik*
- c) *Variations on Twinkle Twinkle Little Star*
- d) *K1 Minuet and Trio*
- e) *Piano Concerto No. 19 in F major.*

Suggested activities around Variations of *Twinkle Twinkle Little Star*:

- 1) Revise with the students the tune and words of '*Twinkle Twinkle Little Star*'

The image shows the first three lines of the musical score for 'Twinkle Twinkle Little Star' in G major, 2/4 time. The first line contains the melody for the first four measures: 'Twin-kle, twin-kle, lit - tle star, how I won - der what you are!'. The second line contains the melody for the next four measures: 'Up a - bove the world so high, like a dia - mond in the sky.'. The third line contains the melody for the final four measures: 'Twin-kle, twin-kle, lit - tle star, how I won - der what you are!'. The notes are written on a treble clef staff with a common time signature.

Attributed to [Helix84](#) at the [English language Wikipedia](#)

- 2) Ask the students if they recognise the tune as belonging to another nursery rhyme ('*Baa Baa Black Sheep*').
- 3) Ask the students how they could vary or change the way the class could sing '*Twinkle Twinkle Little Star*'. Choose 2-3 students to come and conduct the class singing the nursery rhyme changing how it is performed. Experiment with making it louder, softer, slower, faster.
- 4) Discuss with the students how you could vary how it is performed by making the following changes e.g.:
 - a) Repeat the word *twinkle* four times in the time it would normally take to sing it twice, every time it occurs.
 - b) On the last word of every line – instead of singing it as one long note - sing it as 3 syllables - using the original note, the one above it and back to the original note – e.g. *sta-a- ar (F, G, F)*.
 - c) Change the direction of the pitch - when you would normally sing the line in an ascending pitch, sing it in a descending pitch and vice versa.
 - d) Change the words so that it is no longer '*twinkle twinkle little star*, how I wonder what you **are**' e.g. '*twinkle twinkle little bat*, how I wonder what you're **at**.'
- 5) Divide the class into groups and encourage them to develop their own way of varying this well-known nursery rhyme. Let each group perform for the class and discuss what they changed to make their 'variation'.
- 6) Explain that the composer Wolfgang Amadeus Mozart arranged the tune of a well-known French nursery rhyme – '*Ah vous dirai-je, Maman*', when he was around 25 years old (in 1781 or 1782) into a set of twelve variations. Listen to the solo piano variations on youtube using the following clip and compare them to the classes variations: https://www.youtube.com/watch?v=im_tJLeo2qU
- 7) Discuss with the children how clever Mozart was and how he made each variation different and appealing. Explain that in '*Meeting Mozart*' they will hear these variations played by Simon Tedeschi who will be playing the character of the composer Mozart.

Suggested resource:

A youtube recording of the 12 variations of '*Twinkle Twinkle Little star*'
https://www.youtube.com/watch?v=im_tJLeo2qU

Suggested activities around Theme, Phrases and Movement in Piano Concerto No. 21 – the Elvira Madigan:

- 1) Play the students the slow movement of Mozart's *Piano Concerto No. 21* from this youtube clip: <http://www.youtube.com/watch?v=df-eLzao63I>

This beautiful slow piece of music is divided into three distinct parts:

- a) Discuss with the students how in this recording the first time you hear the main theme it is played by the instruments of the orchestra and the piano together.
 - b) The second time the theme is played mainly on the piano with the orchestra playing an accompanying role. The piano introduces new material and the piece changes key.
 - c) The third section is when the main theme returns in both the piano and orchestra again in a different key, both sharing the melody and the accompaniment role.
- 2) The theme is a series of lovely long phrases. Divide the class into three groups – one to depict the piano part, one the string instruments and one the woodwind instruments. Play a game with the students:
- Hand out multi coloured scarves and encourage the students to find a space in the room and move their scarves in long arcs as each new phrase is heard in either the piano or the orchestral instruments. Allocate each group either the piano, woodwind or string part. When their instrument/s are not playing they must stand still. If they move they have to sit out and become a judge for who is moving at the right time.
- 3) Explain that the slow movement, or 2nd movement, of this concerto was used in a 1967 Swedish film called 'Elvira Madigan' and has since then has been known as the 'Elvira Madigan' Concerto.

Suggested activities around Dynamic Changes in *Eine Kluge Nachtmusik*:

This piece by Mozart is written for the string quintet and is one of his most famous pieces.

- 1) Listen to the first movement using the following youtube clip https://www.youtube.com/watch?v=Qb_jQBgzU-I Explain that Allegro (which is the title of the movement) means fast in Italian.
- 2) Encourage the students to listen to the first section before it repeats (0.00-1.57). On the repeat encourage them to conduct any of the four instruments – the violin, the viola, the cello or the double bass part (1.58-3.27).
- 3) Encourage the students to listen from the beginning of the next section (3.28) through to the end. This section develops the themes presented in the first section in interesting ways. Listen for the dynamic changes as it goes from loud to soft.
- 4) On a second playing encourage the students to draw a small shape when they

hear a soft passage, and a big shape for the loud. Compare pictures with their neighbour to see if they got the same amount of large and small shapes.

- 5) Discuss the effect this sudden change in dynamics creates (e.g. makes you listen harder!).
- 6) Experiment with a tune, or a piece the students are already familiar with playing on the instruments you have available in class. Choose one student to be the conductor and have them conduct the class playing the tune/piece loudly and then suddenly softly. Try this with a few conductors.

ACTIVITY 5: MUSIC AND DANCE

Learning Area: Fine Arts / Relationship between art forms

What is classical music?

Classical music refers to a very definite period in the history of music, between 1700 and 1800, or the 18th Century, which is called the Classical period. The music that was written in that time is called Classical music, including Mozart. (The term “classical music” is also sometimes used to refer to art music generally, but this is not musically correct.)

What is opera?

Opera is a long piece or series of pieces of dramatic music, which tell a story through song with instrumental accompaniment. In the performance of ‘*Meeting Mozart*’ you will hear some of the music that Mozart composed for opera.

Suggested activities and discussion around opera:

‘The Magic Flute’

1) Mozart composed the beautiful melodies of ‘*The Magic Flute*’, often with lots decorative notes. They sound impressive to the audience and are difficult for the singers. The opera is sung in German and together with the music conveys different emotions through the song.

2) The story of the opera:

A handsome prince sets out on an adventure to rescue a damsel in distress. He takes along a cowardly but good-natured birdcatcher, Papageno, who is more interested in finding a wife than seeking adventure.

Along the way, the Prince Tamino meets a Queen who is not as nice as she seems, and a villain by the name of Monostatos, who is just as bad as he seems.

Tamino, Papageno and the princess Pamina must all trust in the power of music to lead them through the dark and dangerous adventures ahead...

3) Play excerpts of *The Magic Flute* using the youtube clips below and discuss what emotions are being conveyed.

<https://www.youtube.com/watch?v=eSQJU8Nyd8>

<https://www.youtube.com/watch?v=YuBeBjqKSGQ>

<https://www.youtube.com/watch?v=Aj1IRuObfzk>

4) Ask the students to describe how you might play/sing the music to create the emotion. E.g. forte for anger, and piano for love. Do the different instruments create different effects and emotions?

What is a minuet?

In the performance of 'Meeting Mozart' you will hear the first piece the clever young four-year-old Mozart wrote. It is called a *Minuet* and this piece is the dance music of Mozart's time. In the performance you will also learn a version of this dance.

Suggested activities around the Minuet:

- 1) Watch this youtube clip of dancing a minuet with the class,
<https://www.youtube.com/watch?v=doJ9bphxxKU>
- 2) Discuss the main features of the Minuet: it is slow and stately, the partners sometimes hold hands, step towards each other and then away, bow and curtsy to each other and sometimes they change partners.
- 3) If you would like to dance the Minuet properly you can follow the steps on the youtube link or in this outline
<http://www.colonialmusic.org/Resource/howtoMIN.htm>
- 4) If not able to do the more complicated *Minuet*, try dancing a simple version with this youtube recording https://www.youtube.com/watch?v=FejHZUyj_Lw
- 5) Divide the students into pairs, place them in lines facing each other holding hands, encourage them to devise their own 'Minuet' style movements - stepping together and away in a simple side step along with the music, bowing or curtsying to each other, promenading in pairs around in a circle or changing partners with the pair next to them.
- 6) Have each group perform their dance with Mozart's minuet.
- 7) Discuss how the clothing of the day dictated the dance steps. It could not be too complicated as the women had dresses with lots of petticoats that made them difficult to move quickly in.

POST-SHOW REFLECTION ON THE EXPERIENCE AND FURTHER READING/LISTENING

- 1) After enjoying going to see *Meeting Mozart*, it is a good idea to spend some time with your students reflecting on the experience and what it meant to them.
- 2) Ask the children to recount the performance and identify and describe which part of the performance they enjoyed the most.
- 3) Discuss with the students what they learned about Mozart, his life and his music.
- 4) List on the board the pieces of music heard in the performance and what the class remembers about each one. You can revisit the music with the links below:

a) *Elvira Madigan* (Piano Concerto No. 21 C major), 2nd movement
<http://www.youtube.com/watch?v=df-eLzao63I>

b) *Eine Klleine Nachtmusik*
https://www.youtube.com/watch?v=Qb_jQBgzU-l

c) Variations on *Twinkle Twinkle Little Star*
https://www.youtube.com/watch?v=im_tJLeo2qU

d) K1 *Minuet and Trio in G*
http://www.youtube.com/watch?v=FejHZUyj_Lw

e) Piano Concerto No. 19 in F major
<https://www.youtube.com/watch?v=tVJL2sAO9i8>

- 5) Encourage the students to investigate more about Mozart's life and music using the following websites:

http://www.imahero.com/herohistory/wolfgang_herohistory.htm

<http://www.artsalive.ca/en/mus/greatcomposers/mozart/mozart.html>

<http://www.classicsforkids.com/composers/bio.asp?ID=36>

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