

Trumpet Concerto (3rd movement) by Joseph Haydn

Activity ideas for young people with specific learning difficulties

Haydn wrote his *Trumpet Concerto* in E Flat for an old friend called Anton Weidinger. Haydn composed this piece for a new type of trumpet with a greater range of notes. This work is based around the 3rd movement.

Each Module is designed to cover several lessons where pupils always listen to the tracks and build on prior learning; recapping previous techniques and objectives.

Module 1 Music- Composition and anticipation

Outcome – Pupils are able to clap to the rhythm before the vocal interjection.

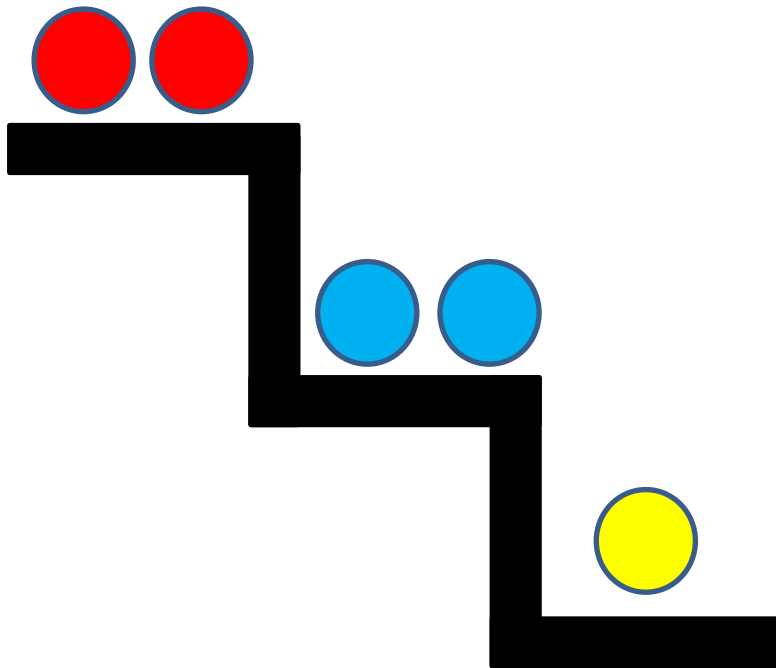
Outcome – Pupils are able to clap to the regular rhythm on beats 2 and 4 with a double clap after three regular claps.

1. Listen to the piece. Can pupils clap the regular beat throughout with the occasional double clap?
2. Listen to the piece and focus on the section of 5 beats followed by 'Hey'. Can pupils accompany this? Can they stop after the 'Hey' and follow the 'Wait'?
3. Listen to the end of the piece. Notice how this is different. Can they rock in time?

Module 2 Art- Listening and responding through different artistic styles

Outcome – Pupils are able to create a piece of art / graphic representation of the music in response to listening?

1. Pupils listen to the piece and focus on the 5 note downward scale motif. Draw a big set of 3 steps on the page. Using finger painting / crayons / felt tips / paint and brushes, can pupils put two blobs of colour on each step from top to bottom in response to the music? Can they do this in time to the music with a different pupil responsible for each colour?



Module 3 Language- Using language to compose new phrases

Outcome – Pupils are able to compose different vocal sections to a descending scale

Outcome – Pupils are able to follow instructions to wait

1. Pupils listen to the piece and focus on the descending five beat motif before the 'Hey'. Can they say "nah, nah, nah, nah, nah" on the descending scale? Can they think of an alternative vocal composition to this descending scale? e.g. "Oo-oo, oo-oo, oo", "blah, blah, blah, blah, blah". Split the group in two. One group can vocalise the above and the other group can call the 'Hey' and then swap. (Call and response).
2. Listen to the piece and join in. Are pupils able to wait after the 'Hey' sufficiently before starting again?

Module 4 Maths- Counting, one-to-one correspondence and grouping beats

Outcome – Pupils are able to count to 5

Outcome – Pupils are able to clap or play an instrument five times in time to the music

1. Pupils listen to the music and focus on the 5 beat downward scale. They count and notice that there are 5 beats. They listen again and count to 5 aloud as the motif occurs.
2. Pupils either clap or play an instrument in time to the 5 beat downward scale. Can pupils clap or play for just 5 beats? Can they play in time?

Module 5 Physical Development- Moving and responding to instructions

Outcome – Pupils are able to move in response to the music

Outcome – Pupils are able to listen and show movement as well periods of still

1. Pupils listen to the piece. They move in time. When the 5 beat descending scale occurs pupils show scampering feet or hands. On the 'Hey' pupils freeze their position. They practise behaving as statues and responding in time.
2. Notice the change in music at the end. Is this faster or slower? Can pupils reflect this in movement?

Extended Listening

Verdi's *Dies Irae* from the Requiem. Listen / watch the big bass drum. Become familiar with the piece and anticipate when the drum plays.

Beethoven 6th Symphony 4th Movement. Listen to this depiction of a storm and listen out for the thunder and lightning.