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<u>Introduction – The Community of Classical Music</u>

Marianne von Martínez was incredibly lucky to live in Vienna at such an important time for classical music. Which very famous composer lived in the same building as her? Circle your answer.

Beethoven   **Haydn**   **Mozart**

Imagine being a budding pop star and having one of your favourite artists living in the flat above you, offering to help you with your singing! Sadly, most girls did not have the same access to education or music that **Martínez** did, but she was both talented and well-connected.

Imagine your dream job or career. Who do you think are the main people who could support you to achieve your dreams? Who do you want in your community? Think about famous people, but also those closer to home, perhaps your families and teachers. Add some people to your community by writing names or drawing images in the different rooms:

My dream career: _____

ME
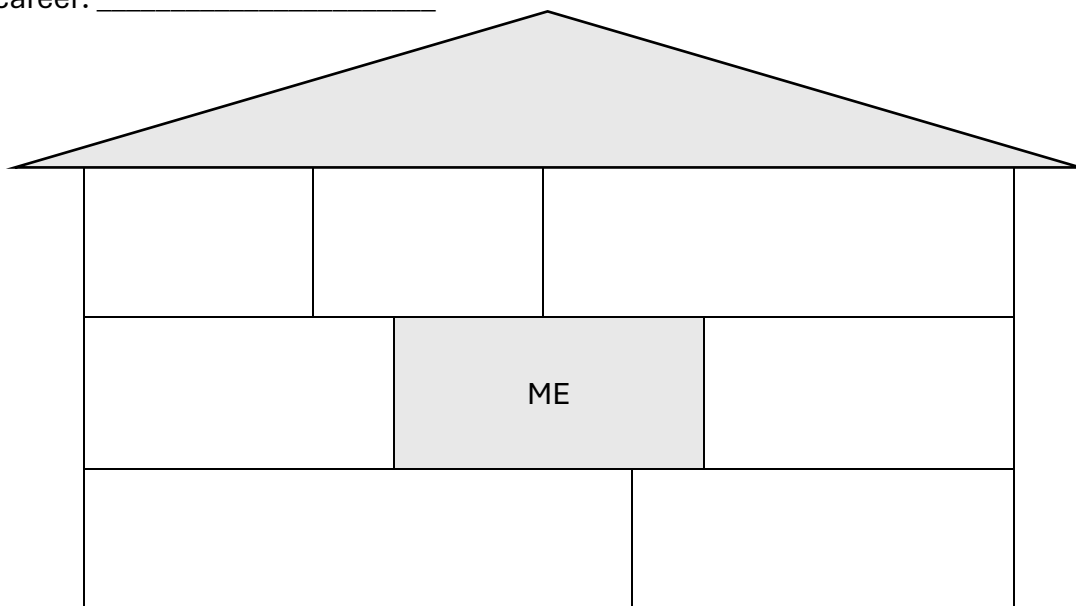
Marianne von Martínez became famous throughout Europe as a performer and composer. At the time, she was as famous as Mozart, and it is said that he was inspired by her compositions!

So, why is she not as famous as Mozart now? **<u>Tick all that you think are true:</u>**

- Women of Martínez's social class were not allowed to have a job ☐
- Women were not accepted into conservatoires (that provided professional music education) ☐
- It was difficult for women to get work published ☐
- Women were mostly excluded from the musical life and education of the church, that gave so many male musicians their initial education and employment ☐
- Women were expected to run a household and be care-givers ☐
- Women were not allowed to learn about composition at universities ☐

As you might have suspected, sadly, all these points are examples of the barriers faced by women and girls in the 18th Century.

Marianne von Martínez – Symphony in C
KS3 Workbook

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Understanding the Music – The Orchestra

Symphony in C is a large-scale piece for an orchestra. Watch the video of the performance, and complete the clues below to identify the instruments in this orchestra.

the String family	the Woodwind family	the Keyboard family
1st V _ _ _ _ _ _	O _ _ _	H _ _ _ _ _ _ _ _ _ _ _ _
2nd V _ _ _ _ _ _	the Brass family	
V _ _ _ _ _	F _ _ _ _ _ _ H _ _ _	
C _ _ _ _ _		
D _ _ _ _ _ _ B _ _ _		

Now put these instruments onto a map of the orchestra. Write in the instrument names according to where they sit. You could also draw a picture of the instruments. Watch the video again if you can't remember!
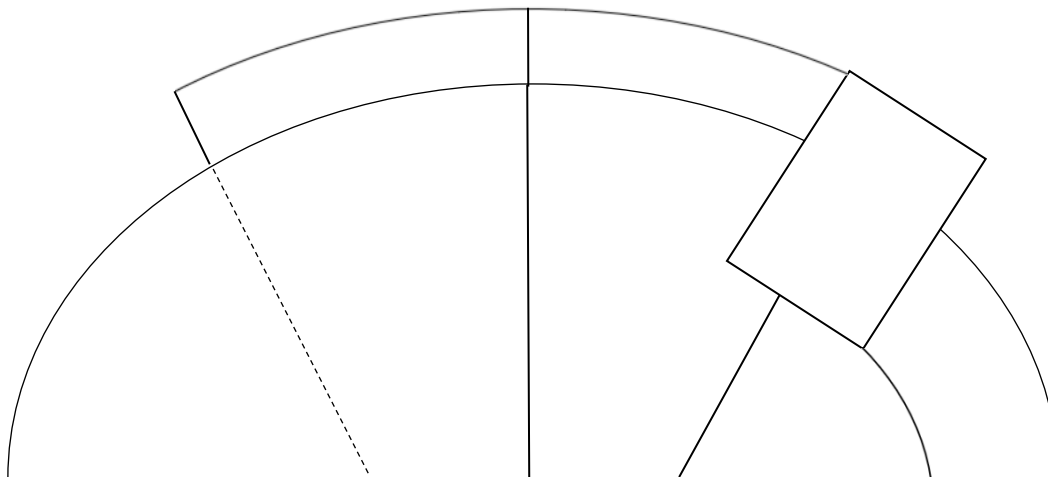
Have you heard of any other instruments from these families that did not appear in this orchestra? How many more can you think of from each family?

Strings	Woodwind	Brass	Keyboard
			Percussion

**Understanding the Music – Musical Features**

Classical music is all about balance and contrast. It is intended to be clean and elegant, just like classical architecture. Composers understand how to use musical features to create clear and contrasting moods.

Complete each sentence to explain how Martínez creates contrast in the music.

1. The tonality changes from **major** to _____, creating a contrasting mood.
2. The dynamics quickly change from **piano** (soft) to _____, adding excitement to the music.
3. Martínez uses both **legato** (smooth) and _____ articulation in the music to create interest.
4. The texture is sometimes **sparse**, and sometimes more _____, adding to the contrast.

[choose from the words *dense*, *staccato*, *forte*, and *minor*]

Martínez uses rhythm very cleverly in this piece to create contrast. Here are the building blocks of rhythm she uses at the start of the movement:
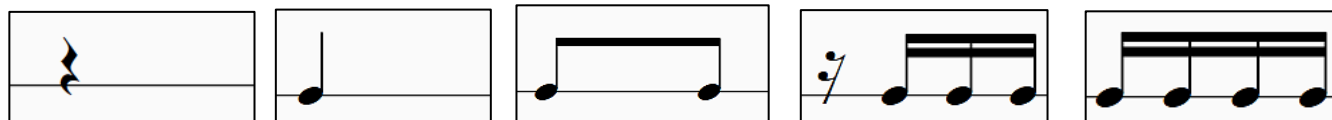
Each of these rhythmic "building blocks" is worth **one beat**. To create a bar of music with four beats in a bar, you need to combine four blocks together.

Put a tick next to the bars that have four beats, and put a cross next to the bars that don't have four beats. **HINT** – try drawing boxes round the beats to see them more clearly:

Now have a go at creating your own four-beat rhythmic ideas to fit the contrasting moods given. **HINT** – the more sounds on each beat, the more lively the music will sound.

1. A peaceful mood:

2. A frantic mood:

3. A confused mood:

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Symphony in C – creative responses

We have learned that classical music is all about balance and contrast. Try one or more of these creative responses on the theme of balance and contrast:

DRAWING – Create *balance* by drawing a mirror image of a classical column. Then Create *contrast* by designing a different style of column to complete the second image.
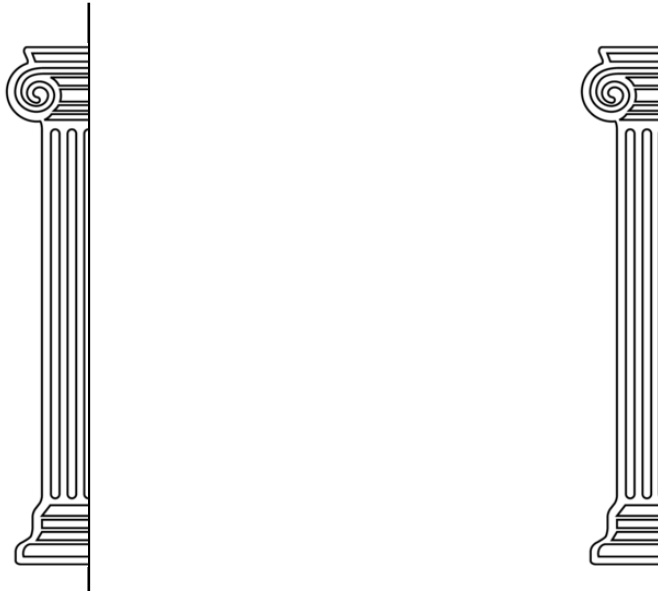
WRITING – on a piece of lined paper, write a poem or short story that explores contrast. Firstly, choose a season of the year. Write the first verse or paragraph from the perspective of someone who loves that season the most. Then, to create contrast, write the second verse or paragraph from the perspective of someone who hates that season the most. If your verses or paragraphs are the same length, you will also have achieved balance!

Symphony in C – puzzle

Finally, can you crack the code? Match the symbols to the letters to reveal a fact about the music!

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z