

Music Hub Activities Newsletter

Summer Term Week 8

Ah! Vous dirai-je, Maman

by

Wolfgang Amadeus Mozart



Key Stage 1

Guided Listening Activity

Listen to the following clip [THEME](#)

Do you recognise the tune and what is it called?

.....

.

What is the name of the instrument being played?

.....

.

Listen to this next clip [VARIATION 2](#)

Do you recognise it? What is different?

.....

.



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Now listen to this one [VARIATION 8](#)

Is it happy or sad?

.....

.

Key Stage 2

Guided Listening Activity

Listen to the following clip [THEME](#)



Do you recognise the tune and what is it called?

.....

.

What is the **full** name of the instrument being played in the clip?

.....

.

What family of instruments does it belong to?

.....

.

Listen to this next clip [VARIATION 2](#)

Do you recognise it? What is different?

.....
.
Now listen to this one [VARIATION 8](#)

Is it happy or sad and why?

.....
.
.....
.



Key Stage 1 & 2

Practical Music Activity

By now you have probably worked out what the tune is? Were you right?! Here it is for you to sing along to: <https://www.youtube.com/watch?v=ymOaMuP58NY>

Let us call this tune the **Theme**.

Mozart does something very clever with it. Every time he repeats it, he makes changes to it, but you can still hear that it is the tune! The changes he makes are called **Variations**. This type of piece (composition) is called **Theme and Variations**.

Using an upturned bucket, tin, lunch box, washing up bowl and some wooden spoons, see if you can join in with the following (it's called The Bucket Groove). Every time the rhythm pattern is repeated it is changed slightly, or varied, but it is still the same pattern/rhythm!
<https://www.youtube.com/watch?v=Y6Omyx7XIR4>



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Key Stage 1 & 2

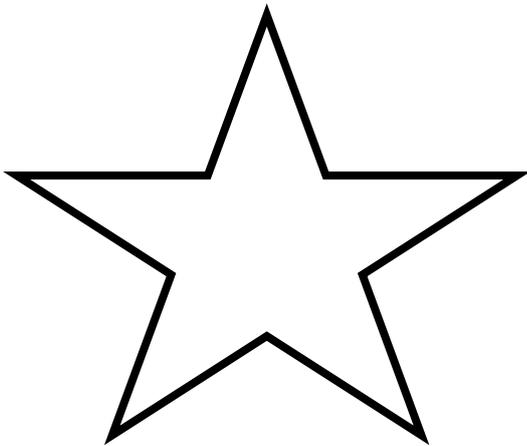
Digital & Creative Music Making

See if you can make up your own short rhythm pattern, similar to the one in The Bucket Groove, and work out ways in which you could change it each time you repeat it.

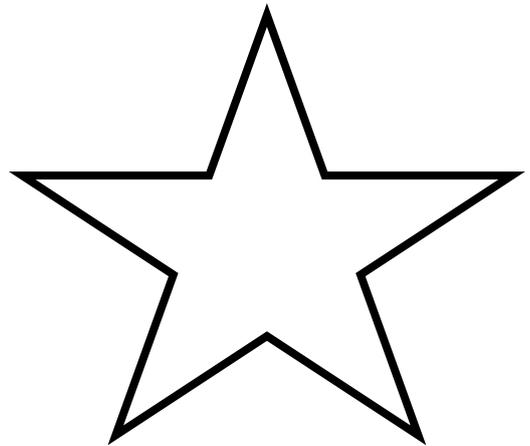
Sing Twinkle Twinkle Little Star out loud. Then see if you can change the way you sing it to make two variations, for example, you might sing it faster or slower, higher or lower, with a different rhythm or a combination e.g. slower and higher

Write in the stars below the changes you make:

Variation 1



Variation 2



Key Stage 1 & 2

Reading Music Activity – The Elements of Music

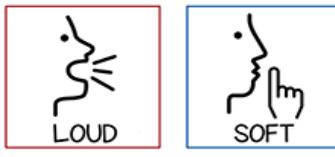
Musical sound is made up of a number of different elements:

The Elements of Music



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PITCH	LOW or HIGH	
TEMPO	SLOW or FAST	
DURATION	SHORT or LONG	
DYNAMICS	LOUD or QUIET	
TEXTURE	THICK or THIN – Lots of instruments or just one or two?	
TIMBRE	TONE COLOUR – Which instrument?	
STRUCTURE	THE MUSICAL PLAN. Verse (A) – Chorus (B) – Verse (A)	

Sing the following words to the tune of Twinkle Twinkle Little Star, it will help you remember the Elements of Music 😊

Pitch means sound are high or low.
 Tempo means go fast or slow.
 Dynamics can go with a BANG!
 Or make a sound as quietly as you can.



Pitch means sounds are high or low.

Tempo means go fast or slow.

Over and over and over again

Ostinato is the name.

Duration can be short or long

The length of sounds in a tune or a song.

Over and over and over again

Ostinato is the name.

Rhythm makes a pattern of sounds.

(Clap clap-clap clap clap/clap-clap clap claa)

Pulse will keep a steady beat

Sounds like slowly marching feet.

Rhythm makes a pattern of sounds.

(Clap clap-clap clap clap/clap-clap clap claa)

Timbre is quite hard to say.

Listen to the instruments play

Bright and bold, harsh or hollow.

Maybe gentle, warm or mellow.

Timbre is quite hard to say.

Listen to the instruments play.

Key Stage 2

Reading Music Activity – The Elements of Music

Composers (people who write music) make choices using the *Elements of Music*. They have to make lots of decisions in order to produce a piece of music or song using all of the elements above.

They might well ask themselves the following questions:

1. Do I want my music to use mainly high notes or low notes, or a mixture?
2. Do I want to write a piece that is fast or slow?
3. Do I want lots of long notes, short notes or a mixture? (mixing up long and short sounds creates **Rhythm**)
4. Do I want my music to be loud or quiet, or both at different times?
5. How many instruments or singers do I want?



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6. What sounds or **Tone Colour** do I want? In other words, what instruments will I choose? (Twinkle Twinkle played on a trumpet sounds different to when it is played on a flute, even though it's the same tune played at the same speed using the same notes!)
7. What is my plan? A short piece with just one section? A longer piece with contrasting sections?

So, lots to think about.

As we said before Mozart has been very clever, using a simple Theme(tune) and then writing a set of 12 Variations. In each variation, the Elements of Music are changed to make it sound different but, you can still hear that it is the same tune.

Match up the sentence beginnings with the correct endings by drawing a line to connect them:

A small dog has a high-pitched bark but	is known as the tempo
There are 5 different types of	can have a scary effect in a film
The speed of the beat	give you a thick texture
A sudden change of dynamics	a large one would sound lower
Lots of instruments would	timbre, e.g. strings and percussion

Key Stage 1

Research Topic

Wolfgang Amadeus Mozart is a very famous classical composer. Can you find out a few more interesting facts about him using the internet or asking an adult or teacher?

1. Where was he from?

.....

.

2. What year was he born?



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.....
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3. How old was Mozart when he started writing music?
.....

4. What other famous pieces of music did Mozart compose?
.....
.

Key Stage 2

Research Topic

Wolfgang Amadeus Mozart is a very famous classical composer. Can you find out a few more interesting facts about him using the internet?

1. Where was he from?
.....
.

2. What year was he born
.....
.

3. How old was Mozart when he started writing music?
.....
.

4. How old was he when he died?
.....
.

5. *Vous dirai-je, Maman*, is the proper name of the tune we know as *Twinkle Twinkle Little Star*. Mozart composed his set of 12 Variations using that tune, but was he the original composer of it?



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.....
.
6. What other famous pieces of music did Mozart compose?
.....
.

Further Listening

Below is a link to a clip of the complete piece, the Theme and all 12 Variations.

https://www.youtube.com/watch?v=hCKBl-TpRzc&list=RDhCKBl-TpRzc&start_radio=1

Watch and listen to it. In column 1 write down the time each variation starts. In column 2 write down one, or more if you can, changes that makes it sound different to the original theme.

	Start Time	Changes made (How it is varied).
Theme		
Variation 1	1min 01sec	Decorates the tune with right hand, adding in extra notes.
Variation 2		
Variation 3		
Variation 4		



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Variation 5		
Variation 6		
Variation 7		
Variation 8		
Variation 9		
Variation 10		
Variation 11		
Variation 12		

