



THE HISTORY OF CLASSICAL MUSIC

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SAMPLE



THE HISTORY OF CLASSICAL MUSIC

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A guide to the
history of Classical
Music from the
Baroque Period to
the Modern Period

A Literature Approach Designed for Grades 4th-8th

Welcome to the fascinating world of classical music! In this study you will read about the greatest composers who lived between the 17th and 19th centuries. You will also delve into the complexities that make up an orchestra and learn about the skills required of every conductor. We hope you enjoy it and are inspired by the creativity and passion of the composers you will study.

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The Romantic Period

1800-1900

All art constantly aspires towards the condition of music.
—Walter Pater

LESSON 25

1. Read pages 22-23 and 42-43 of *Story of the Orchestra*. Draw a diagram of an orchestra and paste into notebook. Label each section.
2. Create a cover page in student notebook for the Romantic Period (1800-1900). Using the list from page 150 of *How to Grow a Young Music Lover*, record the names of the Romantic composers on the cover page.
3. Read about the role of the conductor on pages 92-93 of *The Story of the Orchestra*.
 - a. What is the “score”? In glossary, record and define score.
 - b. Does the conductor have to know how to play every instrument in the orchestra?



On YouTube search “the art of conducting music” for an informative video by Big Think.

LESSON 26

1. Begin *Paganini, Master of Strings*. Read Chapters 1-2.
 - a. What rare instrument was Paganini given the opportunity to play?
2. Do some research on the theft of a rare Stradivarius violin in February, 2014. Record findings in notebook.

LESSON 27

1. Read Chapters 3-5 of *Paganini, Master of Strings*.
 - a. While Paganini was performing, Napoleon was trying to conquer Europe. Do some research on the emperor.
2. Paganini, often named as the world’s greatest violinist, played on his cherished Guarnerius violin. This violin is still in existence! Search “Eugene Fodor playing Niccolò Paganini’s Guarnerius violin” on YouTube to see it being played.

LESSON 28

1. Finish *Paganini, Master of Strings*.
2. Write a brief report on the life of Paganini.
3. Paganini had the privilege of performing at the Paris Opera House. Learn more about the history of this famous building at the following link:



www.greatbuildings.com/buildings/Paris_Opera.html



LESSON 29

1. Listen to tracks 1-13 of *The Story of Schubert* CD.
 - a. Where was Schubert born?
 - b. How long was Schubert at the Imperial Institute?
 - c. How old was Schubert when he completed his first symphony?
2. In glossary, record and define counterpoint.

LESSON 30

1. Read pages 64-72 of *Spiritual Lives of the Great Composers*.
 - a. Who was Schubert's hero?
 - b. Why did Schubert sleep with his glasses on?
 - c. What is one characteristic we see clearly displayed in Schubert's short life?
2. Read pages 48-49 of *The Story of the Orchestra*. Listen to accompanying tracks. This completes the study of the stringed instruments found in the orchestra. For a fun test visit www.beginband.com/sndclips.shtml to hear examples of the violin, viola, cello and bass. Have someone else choose a clip and see if you can identify which instrument you hear.
3. In glossary, record and define incongruity and sincerity.

“Good music penetrates the ear with facility and quits the memory with difficulty.”

—Thomas Beecham

LESSON 31

1. Finish listening to *The Story of Schubert* CD. Pay close attention to tracks 27-30. Compare these pieces with a composer from either the Baroque or Classical periods. What are some similarities or differences?
2. Read pages 54-55 of *The Story of the Orchestra*.
 - a. To what sound are all orchestra instruments tuned to?
 - b. How does the oboe make different sounds?
3. Cut out, color, and paste picture of Schubert on Timeline.

LESSON 32

1. Listen to tracks 1-13 of *The Story of Berlioz* CD.
 - a. What was Berlioz “supposed” to be?
 - b. At what age had Berlioz mastered the guitar and flute?
 - c. Who were Berlioz’s favorite poets?
 - d. How many times was Berlioz passed over for the Prix de Rome before he finally received it?
2. Read pages 56 and 57 *The Story of the Orchestra*. Visit www.beginband.com/sndclips.shtml to hear examples of the clarinet and saxophone.
3. Research the Prix de Rome scholarship. Record findings in notebook.

“Music is the only language in which you cannot say a mean or sarcastic thing.”
—John Erskine

LESSON 33

1. Finish listening to *The Story of Berlioz* CD.
 - a. How did Berlioz exemplify determination in his life?
2. Mark Berlioz’s birthplace of La Côte-Saint-André, France on map of Europe.
3. Cut out, color, and paste picture of Berlioz on Timeline.

Allegro vivace

p muted