

Beethoven's Symphony No. 7, Mvt. 4 Lesson Plan No. 2 – Compare/Contrast

National Music Standards (rev. 2014)

Artistic Process	Responding
Anchor Standard 7	Perceive and analyze artistic work
Enduring Understanding	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent

Learning Target

The student will demonstrate and explain (*interpret*) how responses to music are informed by the structure, the use of the elements of music, and context.

Lesson Plan

Time: 15-20 minutes

Materials:

Sound recording of Symphony No. 7, Mvt. 4

Visual map of Symphony No. 7, Mvt. 4

<https://www.bing.com/videos/search?q=score+for+beethoven+symphony+7+mvt.+4&&view=detail&mid=6F821481F3B9DAC389386F821481F3B9DAC38938&FORM=VRDGAR>

Visual map of Symphony No. 7, Mvt. 4

<https://www.bing.com/videos/search?q=score+for+beethoven+symphony+7+mvt.+4&&view=detail&mid=D0589836F82BC925302AD0589836F82BC925302A&&FORM=VDRVR>

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Venn diagram (projected, printed or drawn on board) enough copies for each student

Pencils, clipboards

Musical Elements Glossary and Vocabulary List Document

Higher Order Thinking Skills Questions

Prepare:

Distribute hard copies of Venn diagram – one for each student with pencils, clipboards

Visual maps bookmarked online

Warmup: Actively engage with the music

Students stand scattered throughout the classroom. Teacher begins as the mirror movement leader, standing in front of the students.

The teacher leads non-locomotor creative movement that expresses the mood/tempo/dynamics of the music. This could include: bounce, twist, twirl, bend, sway, stretch, rock, jog in place, etc.

After a few minutes, ask for a student leader. Five minutes of movement should suffice as an introduction or review of the music.

Direct Instruction: Historical background of the music

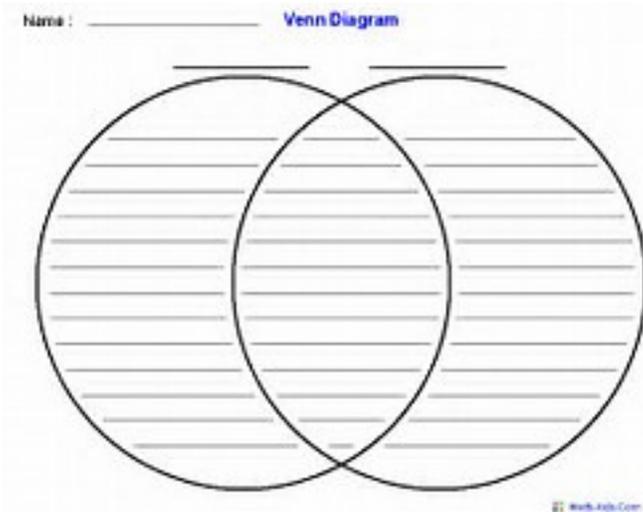
“This music was written by Beethoven in 1811. It took one year to finish writing. It is the fourth movement from his 7th Symphony. He wrote it while he was in Czechoslovakia recovering from an illness.”

“Beethoven said that this was some of his best music and he conducted it himself for the first time in 1813 at a concert benefiting war veterans. Those at the concert described Beethoven’s conducting of the orchestra as jumping into the air on the loud parts and using his arms very dramatically.”

“Many listeners have felt inspired by this music. One music critic described it this way:
... the final movement zips along at an irrepressible pace that threatens to sweep the entire orchestra off its feet and around the theater, caught up in the sheer joy of performing one of the most perfect symphonies ever written.”

Guided practice: Structural listening – musical analysis

Use a Venn diagram (projected or printed) for musical analysis.



Before listening again, refer students to the **Music Elements Glossary and Vocabulary List** and the **Higher Order Thinking Skills Questions**. Direct students to listen for specific musical characteristics (see notes below). During the performance, point out important elements like instrumentation, dynamics, articulation (legato/staccato) and rhythm patterns.

On one side of the diagram, write Symphony No. 7, Mvt. 4 and write in ideas.

Listen to a sound recording or show students the visual map:

<https://www.bing.com/videos/search?q=score+for+beethoven+symphony+7+mvt.+4&&view=detail&mid=6F821481F3B9DAC389386F821481F3B9DAC38938&FORM=VRDGAR>

Musical elements students should listen for:

Articulation changes at	:43 (staccato to legato)
Articulation changes at	:54 (legato to staccato)
Dynamics/texture change at	1:02 (thick to thin, forte to piano)
Crescendo at	1:25 – 1:34
Return to first theme at	1:48
Development at	3:33
Recapitulation at	4:56
Decrescendo at	6:50 – 7:20
Crescendo at	7:10 – 7:20
Coda at	7:28 - 8:05

Independent practice: Students analyze new work by Beethoven

Tell students they will be listening to **Symphony No. 7, Mvt. 4** by Beethoven. Ask them to record their ideas of instrumentation, dynamics, rhythm patterns, texture, etc. Label the other half of the Venn diagram.

Students can listen to a sound recording or view the visual map at:

<https://www.bing.com/videos/search?q=score+for+beethoven+symphony+7+mvt.+4&&view=detail&mid=D0589836F82BC925302AD0589836F82BC925302A&&FORM=VDRVRV>

Direct students to listen for similarities and differences in the two pieces of music.

Some examples are:

Same – use of dramatic pauses

Different – mood, texture, cresc/delesc different lengths, voices vs. instrumental only

Assessment:

Informal – teacher observes students ideas and asks questions while moving around the classroom

Formal – teacher has students hand in their Venn diagrams

Sources:

Symphony No. 7 (Beethoven), Wikipedia.org.