

Symphony No 5 in C minor, Op 67 Allegro con brio by Beethoven

Teacher Resources

Activities in this pack:



Information



Activity 3 Perform



Activity 1 **Listen**



Activity 4 Perform



Activity 2 Perform



Activity 5 Listen

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Introduction

Genre: Symphony

Learning intentions:

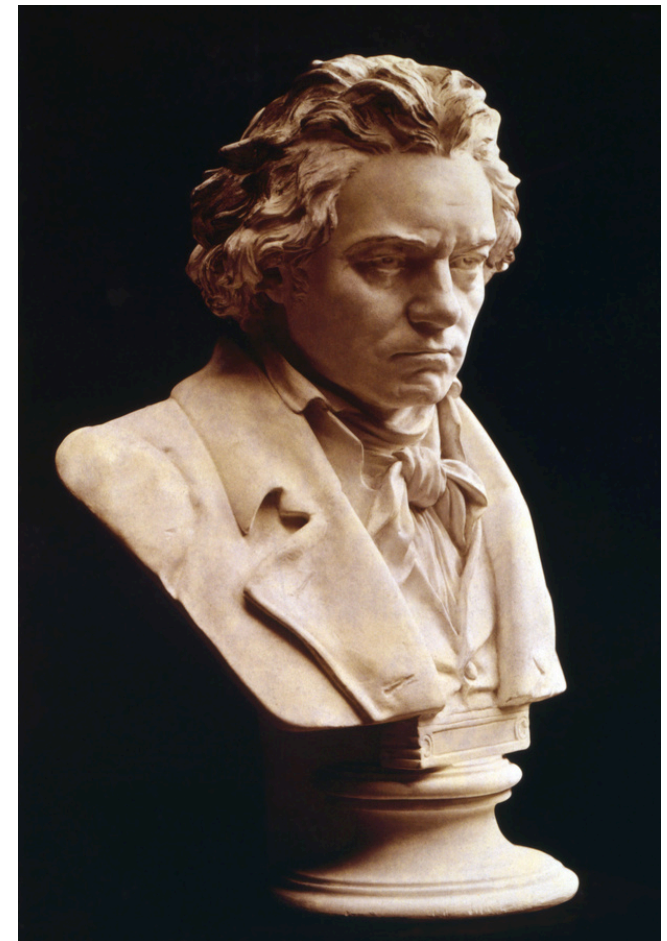
By completing activities in this resource, students will:

- Listen to and talk about a well-known example of orchestral music
- Develop understanding of how a composer uses elements of music to create meaning
- Manipulate the elements of music to create music

Introduction to the piece

Symphony No 5 in C minor, Opus 67 was composed by Beethoven between 1804 and 1808. This symphony, in four movements, premiered in Vienna in 1808, and has been described as “one of the most important works of the time”. It is one of Beethoven’s most frequently performed works.

The first movement, marked *Allegro con brio*, opens with a very famous 4-note pattern which has been responsible for nick-naming the whole work. It was called “Symphony of Destiny” or “Fate Symphony”, as it was thought this pattern represented Fate knocking at the door. Since World War 2, it has sometimes been known as the “Victory Symphony”, as the Morse code for the letter V (for Victory) is “dit-dit-dit-dah”; the phrase “V for Victory” became well known in the campaign of the Allies during the war, and the BBC used the pattern, played on drums, to open its wartime broadcasts to Europe.





What could the music be about?

Focus Concepts:

Dynamics and Expression

Learning Focus: Listening

Listen to Beethoven's Symphony No.5 Allegro con brio:

[CLICK HERE TO LISTEN](#)

- Allegro con brio means fast and spirited.
- What does the music make you think of?
- What is it in the music that makes you think this?
- If you could give this music a different name, what would you call it?

Conduct a think/pair/share process to explore these questions.





Beethoven's Motif

Focus Concept: Duration

Learning Focus: Listening, Performing

What is a Motif?

Explain the definition of a motif: a short musical idea (melodic, rhythmic, harmonic or any combination of these) and play some examples of famous motifs for students to listen to.

Discuss if/where these have been heard before.

Examples could include: Jaws movie theme, Mario Bros theme, Mission Impossible theme, Smoke on the Water guitar riff.

Listen to Beethoven's Motif

The motif in this work is the first four notes (see notation example

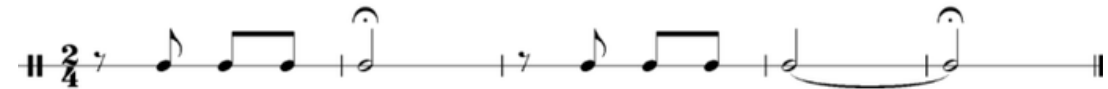
i). Listen to the whole of the first movement and have students keep a tally of how many times they hear the motif

Play Beethoven's Motif

These activities are all based on the rhythmic structure of the opening section of the movement (the first 21 bars) and require students to be split into three groups.

In the final excerpt (Sequential + Unison motif), the three groups work as: Group 1-top line, Group 2-bottom line, Group 3-bottom line from b.4 onwards, joining in on the second response to add more sound and intensity.

(i) Unison motif (opening rhythm):



(ii) Three-part sequential motif



(iii) Sequential & Unison motif





Body percussion

Using body percussion, play along with the opening of the piece using the rhythms in the previous Activity:

Group 1–claps, Group 2–chest, Group 3–knee slaps.

Begin with the Unison section (excerpt i) and once secure move onto playing the motif sequentially (excerpt ii).

Once mastered, try playing the third section (excerpt iii) which combines these two ideas.

Finally, try playing the whole opening section of the movement by joining these three excerpts together and then play along with a recording.

Voice and vocal percussion

Add words to the motif and rehearse in the same three groups as above. This is a spoken activity, not sung, so is best done without the recording and just conducted by the teacher. A suggestion of words which fit to this rhythm:

Unison motif:

Beet-ho-ven Five! Beet-ho-ven Five!

Sequential motif:

Now lis-ten here! / Now lis-ten here! / Now lis-ten here!

The song's be-gun / The song's be-gun / The song's be-gun

Unison & Sequential:

Now lis-ten here! / Now lis-ten here!

The song's be-gun / The song's be-gun

Turn off your mo-bile phones!!!



Play around with vocal expression, intonation and of course dynamics to create some interesting effects.

Have students create some vocal sounds they could add to the motif instead of words. Vocal percussion or beat-boxing could work well. For example, the opening could work quite well with the following sounds: Doo-doo-doo-BAH!!!!!!



Untuned & tuned percussion

Untuned percussion

Play the rhythms from Activity 2 on untuned percussion instruments, working in three groups.

For example, woods/metals/skins.

Rehearse the Unison motif and then the sequential statements, before trying it all as written and, if appropriate, along with a recording.

Tuned percussion

Create a melody to fit the opening rhythmic structure on tuned percussion instruments using a D Pentatonic scale (DFGACD').

The three groups could work as Bass section / Xylophones and Metallophones / Glockenspiels





Beethoven's Instruments

Focus Concept: Timbre

Learning Focus: Listening

Play the theme of the work (bars 1-21).

Some parts of Activity 2 could help students to recognize the theme. Introduce students to the look and sound of the orchestral instruments listed in the chart below. Watch a Youtube clip of the first movement of the Symphony which gives good close-ups of the instruments featured at different moments throughout the piece.

[CLICK HERE TO WATCH](#)

Have students concentrate on identifying instruments that play the theme by completing a chart while listening.



Instrument	✓	Instrument	✓
Violin		Viola	
Cello		Double Bass	
Trumpet		French Horn	
Flute		Clarinet	
Oboe		Bassoon	
Timpani		Cymbals	