

## Trumpet Concerto (Third Movement) by Joseph Haydn

### SECONDARY CLASSROOM LESSON PLAN LISTENING LESSON

For:

- Key Stage 3 in England, Wales and Northern Ireland
- Third and Fourth Level, S1-S3 in Scotland

*Written by Ann Barkway*

#### 1. Introduction (0:00-0:11)

The time signature is .....

The tempo is .....

The family of instruments you can hear playing is: .....

#### 2. Fill in the missing words

1. (0:00-0:37) After the opening theme is announced, the full ..... joins in, repeating the same theme.
2. (0:23-0:37) The ..... is played, before the entry of the solo .....
3. (1:05-1:45) The soloist embarks on the second subject, followed by virtuosic ..... and a ..... before the main subject returns. The movement is written in ..... form

<b>FERMATA</b>	<b>RONDO</b>	<b>TRUMPET</b>
<b>ORCHESTRA</b>	<b>SECOND SUBJECT</b>	<b>ARPEGGIOS</b>

#### 3. Deeper thinking

Haydn's Trumpet Concerto in E flat major is written in three movements, and this is the third and final movement. It is written in sonata-rondo form, with the main melody returning in between

different musical interludes. A concerto is a piece of music written for a solo instrument, with an orchestral accompaniment.

Listen to the opening of Haydn's Trumpet Concerto, third movement, and to the solo entry (0:37).

Can you identify the instrument playing, and to which family of instruments it belongs:

Instrument: .....

Family: .....

Listen to how this solo theme develops, and how the 'interludes' slot together with the solo in rondo form. Write a short paragraph explaining how Haydn showcases the solo instrument. Think about the following keywords:

<b>DYNAMICS</b>	<b>RHYTHM</b>	<b>MELODY</b>
<b>TEMPO</b>	<b>TECHNIQUE</b>	

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#### 4. Odd one out!

Work in pairs or threes to choose two words from this list that sum up the third movement of Haydn's Trumpet Concerto. You must have reasons for your answers.

<b>VIRTUOSIC</b>	<b>ELECTRONIC</b>	<b>SPRITELY</b>	<b>FLOURISH</b>
<b>REPETITIVE</b>	<b>SOLO</b>	<b>CHAMBER</b>	

Team up with another group. Make connections, contrast and compare, and select and reject the words. Prepare to present your views to the class.

- What evidence do you have?
- Why do you think this?
- Where in the music does it show this?
- What musical ideas does Haydn use to demonstrate this?

Your presentation should be concise and accurate. Choose one person to present the class.

Is there an odd word out from the list above? Which word doesn't fit?