



PATHETIQUE

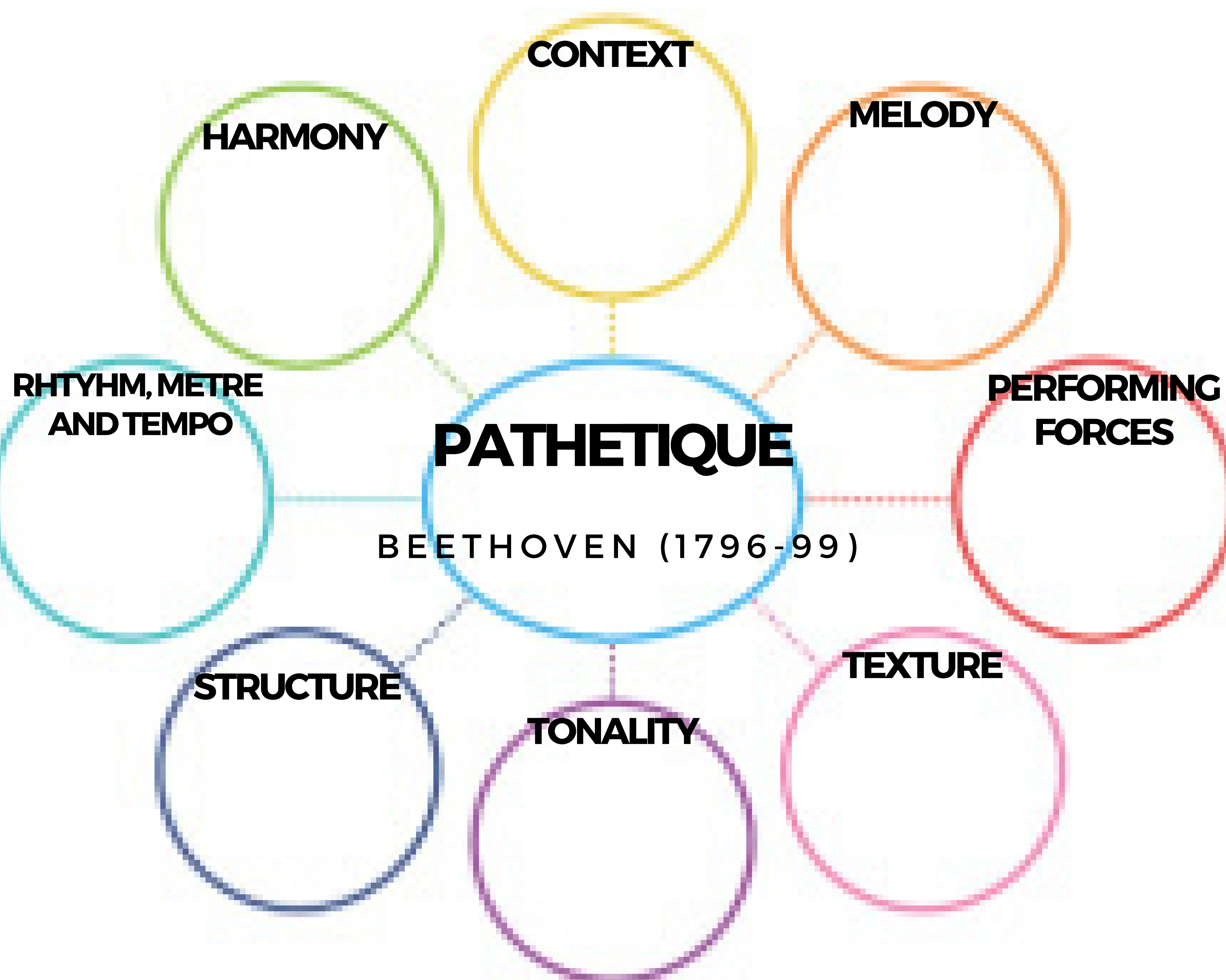
L VAN BEETHOVEN (1796-1799)

How much do you know about Beethoven?

How much do you know about the Classical era?

Listen to 'Pathetique' and fill in the spider diagram with points under these headings:

(These colours will be used to annotate your score)





PATHETIQUE

L VAN BEETHOVEN (1796-1799)

CONTEXT

When the piece was composed, why and what for. What was happening socially and culturally at the time of the composition and the features of the style.

FEATURES OF THE CLASSICAL STYLE

- The replacement of the _____ by the _____ as the most common _____ instrument of the day.
- The decline in use of the _____ as the middle-range instruments such as _____ and _____ were used _____.
- More instruments were added to the standard _____. The _____ rose to prominence as the main type of _____.
- _____ became increasingly common and, while the Classical style was essentially one of elegance, this could sometimes be _____.
- Composers began indicating much more detail on how their music should be interpreted- _____ such as _____, _____ and _____, terms to indicate _____.
- Main Classical composers include:

- The Classical Period was roughly between _____ and _____.



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BEETHOVEN

- Ludwig van Beethoven was born in 1770 in the western German city of Bonn. As a young man he moved to _____ in _____, where he became known as a _____. '_____' means _____.
- He mainly performed _____ in the _____ of wealthy aristocrats, and at _____.
- He started composing _____ and _____, but his greater works later on in his career were _____.
- A _____ is a piece for _____ instrument and contains _____ or sometimes _____ each with a different _____.
- At this stage Beethoven was beginning to go _____ though the problem wasn't severe enough yet for him to give up performing. The situation worsened rapidly in the next few years and he even contemplated suicide. In later years he was able to continue composing despite being totally deaf.

THE PATHETIQUE SONATA

- His eighth published sonata, written between _____ and _____. Dedicated to a Viennese aristocrat, Prince Karl von Lichnowsky.
- The French term _____ means _____. This piece demonstrated a new passionate musical style. Although a _____ composer, this piece shows early signs of the _____ to come.
- Beethoven knew _____, which had been written around 15 years earlier, and he would have been influenced by that composition. (wider listening!) Beethoven's piece is more revolutionary still in its extreme use of _____ and _____.



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STRUCTURE

The way a piece is laid out and the characteristics of each section.

- The _____ is written in _____, a complex structure used in the _____ and sometimes _____ movements of _____, _____ and other works of the _____.
 - It features an _____ section containing the two _____, the first in the _____ (main home key), the second in the _____ or other related key.
 - A subject is a _____.
 - The _____ is then repeated. It is followed by a _____ section where the earlier tunes are altered, especially by _____. Then a _____ restates the exposition but with both subjects now mainly in the tonic key.
 - Pieces often then end with a rounding-off section called a _____.
-
- Slow _____ (Bars _____)
 - _____ (Bars 11-50)
 - _____ (Bars _____)
 - _____ (Bars _____)
 - _____ (Bars _____)
 - _____ (Bars _____)



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PERFORMING FORCES

The unique tone quality of an instrument and the sounds it is capable of producing by the use of different techniques.

- When Beethoven wrote this piece at the end of the _____ the _____ had almost completely _____ as the _____ instrument of choice for the _____ and _____, but was still a recent invention, with frequent new developments in the instrument's _____, _____ and _____.
- Was known as the _____.
- '_____' is the Italian term for '_____'.
• '_____' : '_____'.
• It was now possible to play using all kinds of _____ levels just by altering the pressure of the fingers on the keys. This was not possible on the harpsichord. (dynamic contrast was achieved in different ways- eg. _____).
- _____ and _____ had started to use _____, but Beethoven was one of the first to make extensive use of all kinds of dynamic possibilities. This _____ has frequent _____, _____ and numerous other _____.
- The _____ was coming into use at the time and was sometimes worked by the _____ instead of by the _____. This was not _____ but Beethoven would have followed some kind of system in his performances.



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MELODY

The horizontal organisation of pitch

- The music of the _____ is based on a _____, first heard at the beginning. This is used as a basis for most of the introduction, sometimes reduced to _____, and sometimes with the _____.
- There are a number of _____, such as the _____ at the end of the _____.
- The _____ from bar ____ of the _____ is built on an _____ of the tonic key _____, but with a _____ (____). Notice the distinctive _____ from _____.
- _____ and _____ (bars ____ - ____).
- _____ are an important feature of the _____ in particular. These include _____ at bar ____ etc., _____ shortly afterwards, and _____ just before the _____.

TEXTURE

How the melody and harmony are combined to determine the overall quality of the sound in a piece.

- The _____ includes many passages of _____ (e.g. bar ____).
- The _____ hand plays in _____ later in the introduction (e.g. bar ____).
- There is a long _____ passage in the _____ hand leading into the _____.
- The _____ material features _____ style - you can also call this _____ (or _____).
- There are examples of _____ music with _____ in the second idea of the _____ (e.g. bar ____).
- There is a brief passage in _____ where the _____ are (e.g. bars _____).



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HARMONY

The vertical organisation of pitch (eg. chords)

- The music features many _____, especially _____ (e.g. half way through bar ____).
- _____ at the end of the movement.
- _____ in the introduction at bar _____.
- _____ (bars _____)
- _____ chords, e.g. bars _____

TONALITY

What key the piece of music is in. Major or minor.

- _____ tonality.
- _____ to a number of _____, including _____ (_____) and the _____ (_____)
- Modulates to _____ such as _____ at the beginning of the _____ section.

TEMPO RHYTHM AND METRE

Rhythm: The pattern of long and short notes

Metre: How many beats in a bar and the note value.

Tempo: The speed at which the music is played/pulse

- The introduction is marked _____ (_____)
- The _____.
- _____ rhythm is an important feature of the piece (e.g. bar ____).
- There are some very _____, including _____ and _____ notes in bar ____.
- The main _____ section is in _____ time (or cut time) - a fast two in the bar.
- _____ are a distinctive feature of the _____ of the _____.
- _____ are important in the _____ of the _____.



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WIDER LISTENING

HAYDN

- Played an important role in the _____ and genres such as the _____ and _____.
- By the age of 60 his fame had spread across Europe.
- Composed _____ on one of his trips to England in the late 1700s.
- Known as the _____ because of the piano used, which had a _____.

PIANO SONATA NO.60 IN C, 3RD MOVEMENT

- In _____. (ABACA: Alternating refrain and episodes.)
- A popular choice for the _____ in Classical works.
- Haydn is famous for his _____, playing with the balance of phrases.
- The starting phrase is _____ bars long and is answered by _____ bars. The piano then begins again an _____ higher and stops after 3 bars, after apparently making a mistake with the chord used. After a pause, the musician 'recovers' and plays as if nothing happened.
- Uses unexpected _____, false starts in improbable _____ and manic _____ to entertain the listener.



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WIDER LISTENING

MOZART

MOZART: PIANO SONATA IN C, K. 545, 1ST MOVEMENT

- This sonata was written in _____ but not published during Mozart's lifetime.
- He described it as for '_____' - seen by the _____ chosen, _____, and frequent use of _____.
- Uses _____.
- _____.
- _____ also used to pass through several _____ during the _____, to lead into the _____.
- Unexpected _____ to the _____ in the _____.
- In the _____ it would have usually been in the _____.
- _____ progressions.

HOMEWORK TASK

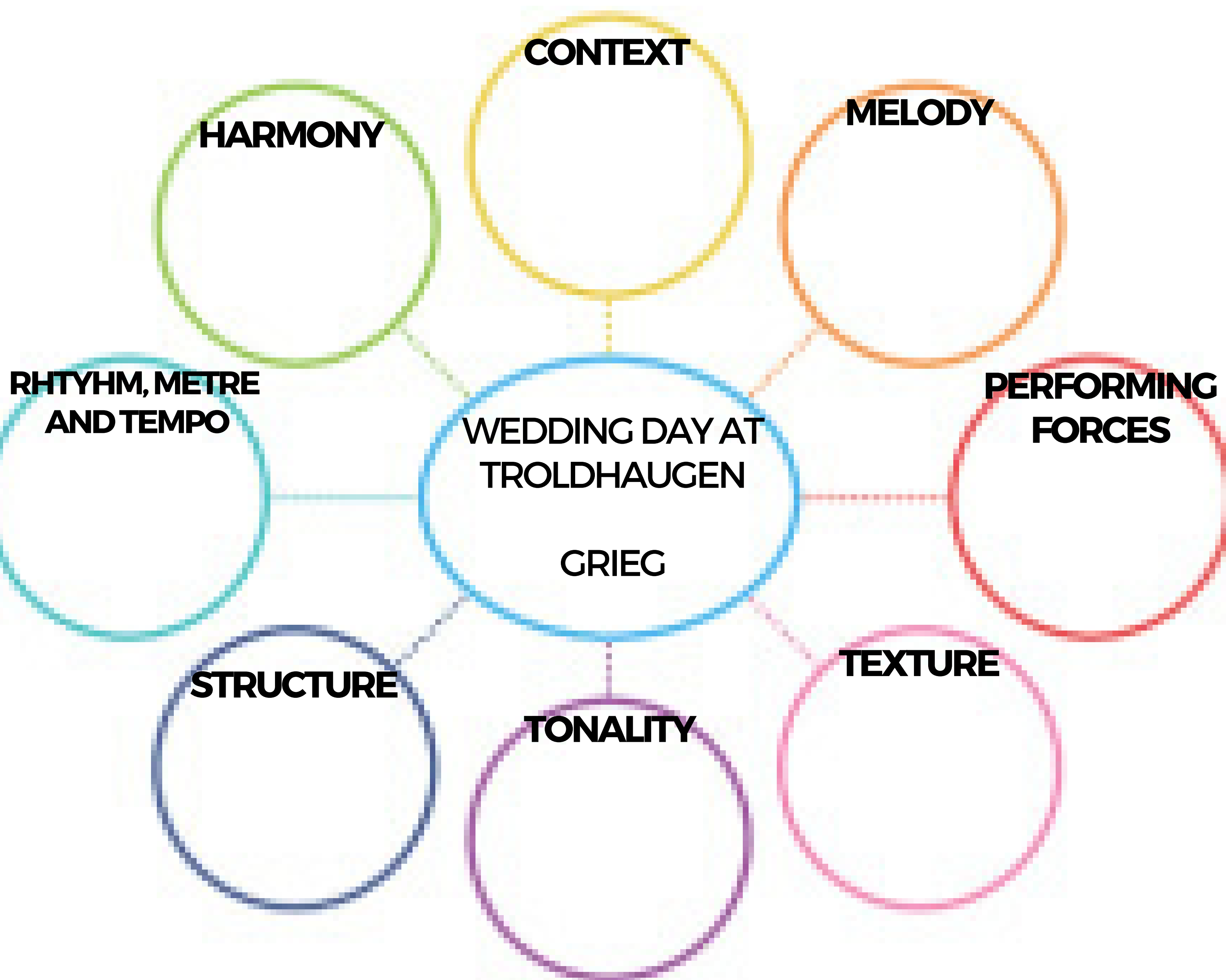
- Listen to the 3 wider listening pieces mentioned on the next 3 pages.
- Fill in the spider diagrams with the different elements of music.
- See how much you can fill in by just listening to the pieces a few times.
- Research the background and context of the composers and pieces.
- Compare them to Music for a While, writing down
 - Similarities
 - Differences



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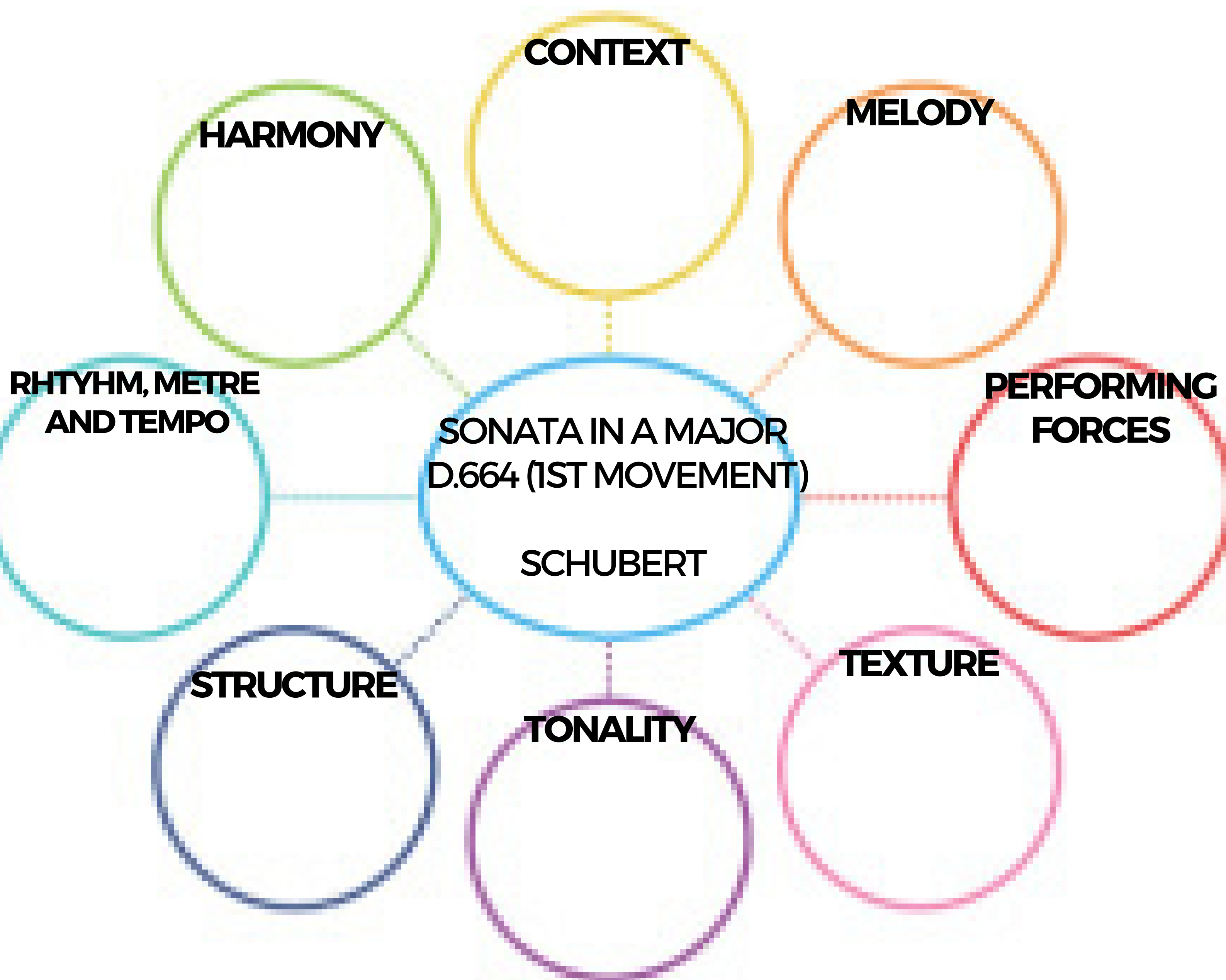
SIMILARITIES	DIFFERENCES



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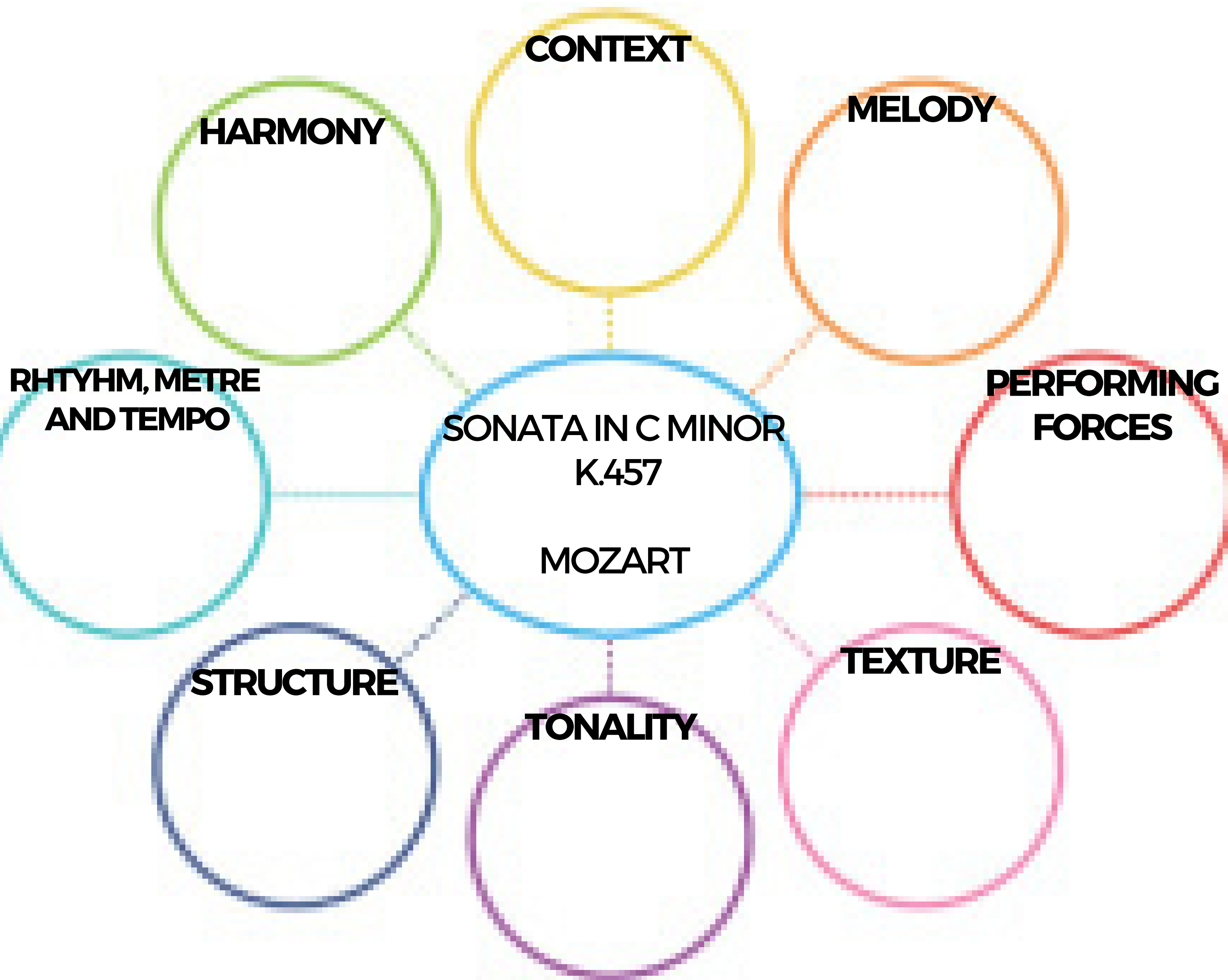
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