

BEETHOVEN: THE MAN AND HIS MUSIC – “Ode to Beethoven” Compositions Teacher Lesson Sequence

Objective:

Students will compose a 16-measure melody in the style of the Ode to Joy theme from Beethoven’s Symphony No. 9.

Materials:

- Pencils
- Ode to Beethoven worksheets
- Concert playlist
- Melodic instrument(s) to play compositions

Preparation:

Students should be familiar with Beethoven’s Ode to Joy theme for this activity. Preparation can involve reading about Beethoven in *The Score*, listening and following the Ode to Joy Listening Map (see additional concert activities), reading the melody on the staff, playing the rhythm and/or melody on instruments, and singing the melody with words or solfege.

Lesson Sequence:

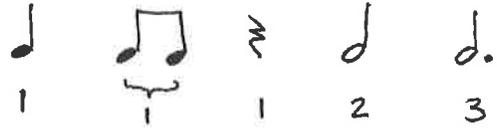
1. Distribute Ode to Beethoven worksheets. Explain that students will be composing their own melody in the style of the Ode to Joy, using the same set of pitches and similar rhythms and structure.
2. Discuss the form and time signature of the piece. Students have 16 measures in 4/4 time (like the Ode to Joy). They can write any rhythm they want, but must have **four beats in each measure**.
3. Review rhythmic values available at the top of the page – quarter note, pair of eighth notes, quarter rest, half note, dotted half note – and practice building measures that have four beats. **Note:* For advanced music students, you may wish to expand the rhythmic values to include dotted quarter notes and single eighth notes, reviewing that rhythm in Beethoven’s music.
4. Review the notes on the treble staff that are used in the Ode to Joy: D, E, F-sharp, G, A
5. Play Beethoven’s Ode to Joy melody on a melodic instrument. Then play it again, changing the F-sharps to F-naturals. How does this make the music sound different?
6. Have students begin working on their own compositions. If each student has access to a keyboard or band/orchestra instrument, they may want to try things out on their instrument as they write. Assist students as they work with the following reminders:
 - Does the **rhythm** in each measure add up to four beats?
 - Does the **melody** use D, E, F(sharp), G, and A in their proper places on the staff?
 - Do they want a **major** tune (if so, put an F-sharp in the key signature) or **minor**?**Note:* For students having difficulty getting started, it often helps to sketch the rhythm first above the staff, then add pitches with that rhythm on the staff.

7. Demonstrate and suggest ideas for making the melody interesting and unique – repeating patterns, question and answer phrases, same pitches with different rhythm, same rhythm with different pitches, etc.
8. Perform students' compositions on a melodic instrument, or have students read and perform their own and/or each others' compositions.

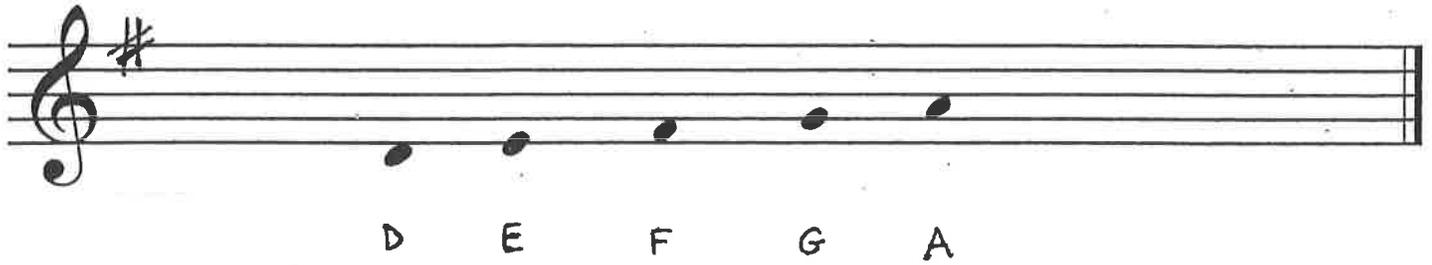
NAME _____

My Ode to Beethoven

For Major, put a sharp in
the key signature
↓ (no sharp for minor)

RHYTHMS : 
 1 1 1 2 3

PITCHES :



D E F G A

TITLE _____

