Students will listen to the fourth movement of Haydn’s Symphony No. 104, learning to identify the musical theme and melody. Students will learn what a folk song is and how classical composers sometimes borrowed ideas from these melodies to compose.

Assessment Strategies

In this lesson, students should be able to successfully do the following: identify and perform the rhythm of the main theme in Haydn’s Symphony No. 104, begin to understand how folk music influenced and inspired composers, and create movement exercises to accompany the theme. Learn more about assessment strategies on page 5.

Learning Standards

This lesson uses Common Core and National Core Arts Standards. You can find more information about the standards featured in this lesson on page 4.
ABOUT THE COMPOSER

For composer Franz Joseph Haydn (1732-1809), writing and playing around with music is what he enjoyed most. Whether “painting a picture” with his music or writing a musical joke, Haydn had fun finding new ways to create music. Haydn especially liked to write symphonies—he enjoyed it so much that he wrote 104 in his lifetime! This feat made him known as the “father of the symphony.”

Born in Austria in 1736, Haydn was the most famous composer of his time. After completing school, he got a job with the Esterházy family. Haydn composed symphonies, operas, string quartets and other music for performance for this rich and powerful family.

Haydn also sold his compositions to music publishers, making him and his music known all over Europe. When he died at the age of 77, Haydn was one of the most celebrated composers in Europe.

INTRODUCTION

1. Using the biography above, introduce Haydn and his life to your students. Point out that Haydn composed this piece while he lived in London for a long period of time. The symphony they will hear in this lesson is also known as the “London Symphony.”

2. Discuss the meaning of the terms melody and musical theme.
TEACHING STEPS

1. **Play** the beginning of the fourth movement of Haydn’s Symphony No. 104 in order to familiarize students with the opening theme’s melody and rhythm.

2. **Lead** the students in a clapping/patting echo of the rhythm of the opening theme.

3. **Tell** students that Haydn derived this melody from a Croatian folk song. **Explain** that folk songs are often sung or played with movement such as dance or even to accompany work.

4. **Create and add** a movement sequence to the rhythm of the theme such as washing dishes. For example:

   Scrub, scrub, scrub,
   Rinse, rinse, rinse,
   Dry, dry, dry,
   And place in the rack.

5. **Brainstorm** with students to add two or three more movements to the music.

6. **Play** the opening theme as you try to **match** the movements to the music.

7. **List** the movements you have created on the board for the class to see.

8. Next, **play** the entire 4th movement and have the class perform one of the movement series every time they hear all or part of what they think to be the Croatian folk theme. **Listen** to the entire movement and **count** how many times the theme reappears.

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**Repertoire***:

Haydn  *Symphony No. 104 in D Major, IV. Finale - Vivace*

*Click on the links above to listen to these examples on Spotify. A free account is required to listen.*
VOCABULARY

**Folk song**: a song originating among the people of a country or area, passed by oral tradition from one singer or generation to the next.

**Melody**: A sequence of notes that are played one after the other to create a tune.

**Musical theme**: A melody that recurs throughout a musical work.

LEARNING STANDARDS

**Common Core Standards**

[CCSS.ELA-LITERACY.CCRA.SL.2](#)
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**National Core Arts Standards**

**Dance Anchor Standard 1** Generate and conceptualize artistic ideas and work.

**Music Anchor Standard 5** Develop and refine artistic techniques and work for presentation.
• Observe students’ ability to successfully perform the rhythm of the main theme of Haydn’s Symphony No. 104.

• Evaluate whether students’ selected movements fit the rhythm of the theme. Guide students to successfully perform the chosen movements.