

Music Masters: Exploring Composers

Learning objective: To understand the role of a composer, identify different musical eras, and analyse how composers use musical elements to convey mood.

Read each question carefully and use your knowledge of music history and theory to provide detailed answers. Use the word bank to help you with your terminology.

Word bank: Orchestra · Symphony · Baroque · Notation · Dynamics · Tempo · Melody · Classical · Romantic · Composer

1. Max the monkey is listening to a piece of music from the Romantic era. He says it sounds very dramatic and full of emotion. Define what a 'composer' does and explain why they might choose to change the 'tempo' or 'dynamics' during a piece of music. (2 marks)

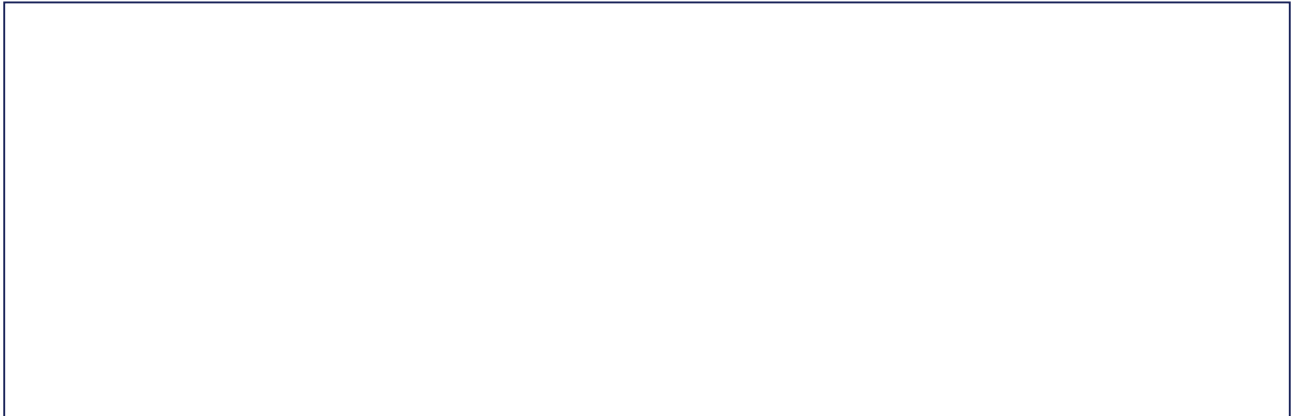
2. Nova the owl is studying the history of the orchestra. List two ways in which a composer from the Baroque period might differ from a composer in the Classical period in terms of the instruments they chose. (2 marks)

3. If you were writing a piece of music to represent a stormy day in the jungle, which 'dynamics' (loud or soft) and 'tempo' (fast or slow) would you use? Explain your reasoning. (2 marks)

4. Zara the zebra is looking at a sheet of musical 'notation'. Why is it important for a composer to use standard musical symbols rather than just writing instructions in sentences? (2 marks)

5. Think of a piece of music you have heard in class. Identify the 'melody'—is it played by strings, woodwind, brass, or percussion? Describe how that sound makes you feel. (2 marks)

Draw: Imagine you are a famous composer. Draw a musical scene that represents a 'quiet morning in the forest' and label the instruments you would use to create the different sounds.



Extension challenge: Research a composer from the 18th or 19th century. Create a 'composer profile' card that includes their name, the era they lived in, and one famous piece of music they composed. If you were a composer, what would you name your first symphony and why?