

### *An Anthem for Austria*

Outcomes and indicators focused upon in this resource:

#### **CH10.1**

Discuss the historical, cultural, and social contexts of repertoire.

- (b) Explore the purpose and intent of the piece and apply this learning to own interpretation.
- (c) Identify relevant world events, views and cultural contexts that enhance understanding of the repertoire.
- (d) Describe the background of the composer.
- (e) Examine issues of appropriation in music.

#### *Background and Context:*

This Band 10 curriculum resource for outcome CH10.1 examines the historical, cultural and social contexts in which Franz Joseph Haydn composed the theme for an anthem, a melody which was central to the theme and variations that makes up the second movement of his String Quartet in C Major, Op. 76, No. 3 (which for this reason was nick-named the “Emperor” quartet). Historian, composer, pianist, speaker, and author Robert Greenberg states, “Thank goodness Haydn didn’t live to see what his beautiful hymn was destined to go through over the next 180 years; it would have broken his heart.”

*This resource is not designed to simply “check that box” concerning outcome CH10.1, but rather to serve as a springboard and model for the director’s next steps in preparing to lead students through a similar study of the historical, cultural and social contexts of repertoire being studied in one’s own band class. The accompanying chorale for band (resource support pdfs linked/available on SBA website) is intended to provide a “hands on” performance-based connection to the lesson.*

#### *Anticipatory Set and Listening/Viewing Component:*

Begin by simply listening to only the theme of the second movement of the recording of the Emperor Quartet below, which begins at 6:58, ending at 8:08, (without the visual on screen if possible). The teacher may then remark: “*Imagine how you’d feel if you wrote a piece of music with a particular purpose in mind and then someone took your music and*

*used it for a purpose that you never intended it to be used for; a purpose or cause you didn't agree with or believe in. That was the case with the melody you have just heard."*

**Example 1: Haydn - String Quartet, Op. 76, No. 3**

Performers : **Alban Berg Quartett**

The following example allows listeners/viewers to see the score while listening to the theme (and the variations that follow if desired). Note that the second movement begins at 6:58.

The teacher can decide whether to simply play the theme which ends at 8:08 (and which makes up the chorale that accompanies this lesson) or venture further into the concept of theme and variation, (a form which continued to develop during the Classical period).

<https://www.youtube.com/watch?v=qoWdtGUe5fc>

The teacher may wish to draw attention to/explain the following musical concepts, terms and symbols which appear in the onscreen score that accompanies the recording:

Instrumentation: String Quartet = 2 violins, viola, cello

Clefs: Treble, Alto (the middle line being C), Bass

Terminology: *Poco Adagio* = not quite so slow as adagio

*Cantabile* = song-like or in a singing style

*Dolce* = sweetly

*fz* (*forzando/forzato* = strong sudden accent); *sfz* is more common

**Questions for students:** (Note that only question 1 of the 3 appears on the [Student Worksheet](#))

1. Looking at the score, can you determine the key of the second movement?

If students have been given their parts/sheet music for the [Chorale](#) that supports this resource, use the following additional questions (related to transposing instruments in band):

2. In what key is *your* part for this arrangement?
3. In what *concert* key is this chorale written?

**Example 2: Haydn String Quartet No. 62, Op. 76 No. 3 "Emperor" (2nd mov)**

Performers : **Veridis Quartet** (Live performance)



## Band 10 Curriculum Support Resources

The next example allows listeners/viewers to see an actual performance of a string quartet, useful in introducing the various instruments of such an ensemble. As recommended, set the video quality to 1080 p for the most satisfying experience.

<https://www.youtube.com/watch?v=mBmCcSz6HWw>

Have students complete and submit the worksheet for assessment.

The following appears under Listening/Viewing on the student worksheet

2. You guessed it, there are four string instruments in a string quartet!  
But which ones and how many of each?

### *Band Music: Chorale on a theme of Franz Joseph Haydn*

This orchestration is realized from the four-part hymn “Praise the Lord, You Heav’ns Adore Him” which uses the melody which appears in the 2<sup>nd</sup> Movement (Adagio Cantabile) from the “Emperor” Quartet.

The following statement from the *Canadian Band Association’s National Voluntary Curriculum and Standards for Instrumental Music (Band) Fourth Edition* serves as a guide when rehearsing the Chorale:

“In the performance of a prepared chorale, students will demonstrate increased skill and understanding of tone quality (embouchure and breathing), balance, blend, intonation, phrasing, and rhythm commensurate with the musical skill and understandings delineated for this level.” (p. 36)

The CBA’s National Voluntary Curriculum and Standards for Instrumental Music (Band) Fourth Edition can be downloaded at no charge here:

<https://www.canadianband.org/national-standards>

### *About this resource contributor:*

The Saskatchewan Band Association wishes to thank Dr. Robert Greenberg for granting permission to use his Music History Monday posting for Feb. 12, 2018: An Anthem to Remember. Dr. Greenberg shares “a common philosophy that art is inseparable from the cultural context of its time.” (May 21, 2022 email communication). He has recorded, among many other programs, 32 courses for The Great Courses/The Teaching Company. “How to Listen to and Understand Great Music”, third edition (2006), is a 48-lecture, 36-hour social/political/religious history of Western music from ancient Greece to 1913. His courses may be found (at [RobertGreenbergMusic.com](http://RobertGreenbergMusic.com)) and his Patreon blogs/vlogs/screeds (at [Patreon.com/RobertGreenbergMusic](https://Patreon.com/RobertGreenbergMusic)).