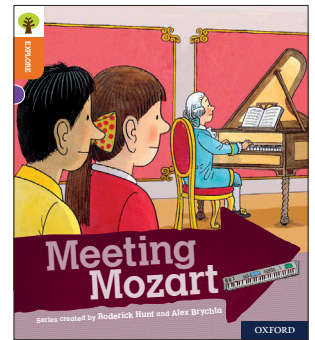


Meeting Mozart

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Teaching notes written by Teresa Heapy.

Text type: fiction

Topic: geniuses in maths, science and music



Synopsis

Nadim is learning to play the piano and his dad has given him a new keyboard. Nadim takes the keyboard to show Biff and Chip, but the key starts to glow and they are whisked off on an adventure. They are taken back in time to when Mozart was a boy. Young Mozart has stage fright and is refusing to play for the Archduke. But when Nadim agrees to play with him, Mozart manages to overcome his stage fright. Mozart and Nadim play 'Walking in the Air' together. To the children's surprise, Nadim's keyboard records this duet, and they play it for Mum when they return home.

There is a topic-linked non-fiction book to partner this title, which is called *Meet a Genius*.

Group/Guided reading

Introducing the story

- ➔ *(Predicting)* Look at the cover together. Say: *I wonder how the boy playing the small piano is feeling.* Encourage the children to make predictions.
- ➔ Read the title and talk about Mozart together. Ask: *Have you heard of Mozart? What do you know about him?* Explain that Mozart was a famous composer. You can also look at the 'Meet a Genius' linked book to find out more information about Mozart.
- ➔ Look at the pictures on p2–3 together. Explain that the instrument that Mozart is playing on the cover is called a harpsichord and it's a bit like a small piano. Ask: *What instrument is Nadim playing? Have you ever played a keyboard before?* Encourage the children to discuss some of the things you can do on a keyboard that you can't do on a harpsichord or a piano.
- ➔ *(Predicting)* Now revisit the title, 'Meeting Mozart'. Ask: *Where do you think the magic key will take the children in this story?*

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example, *k-ey-b-oar-d, h-ar-p-s-i-ch-or-d.*
- ➔ This book includes some more challenging words that do not conform to phonics teaching, as well as subject-specific vocabulary that may be unfamiliar to children. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the story independently.

guitar minuet imperial audience impatiently musician

Reading the story

- ➔ Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage children to re-read sentences to focus on meaning.
- ➔ On p7, ask: *What do you think the children think about the beautiful hall when they first walk into it?* Ask the children to think of two or three words to describe the huge hall.
- ➔ *(Predicting)* On p9, say: *I wonder why Mozart doesn't want to play for the Archduke.* Encourage the children to make predictions.
- ➔ *(Predicting)* On p15, say: *I wonder how Nadim is going to get Mozart to open the door.* Encourage the children to make predictions.
- ➔ On p20–21, ask the children to read the dialogue with lots of expression and think about what the characters are feeling. Ask: *Why do you think Mozart's father thinks their reputation might be ruined if he doesn't play?*
- ➔ *(Questioning)* After reading p22, ask the children to think of some questions they would like to ask Nadim before he begins to play. Prompt them by saying: *I wonder if Nadim feels nervous. He might just feel excited to be playing with a famous composer.*
- ➔ After reading p26, ask: *What do you think the Archduke thought of the performance? Why do you think he said that Mozart would never be much of a musician playing tunes like that?*

Returning to the story

- ➔ *(Clarifying)* Ask: *Why do you think Mozart's father was so angry with Mozart when he refused to play for the Archduke?*
- ➔ *(Clarifying)* Say: *I wonder how Nadim felt when Mozart asked him to play the harpsichord instead of the keyboard.* Encourage the children to share ideas.
- ➔ *(Clarifying)* Re-read p29 together. Ask: *Do you think Mum really believes that the music recorded on the keyboard is Nadim playing with Mozart? Why/why not?*
- ➔ *(Summarizing)* Look at the story map on p30. Ask the children to talk with a partner about what is happening in each of the pictures and then retell the story in their own words.

Independent reading

- ➔ Introduce the story as in the Introducing the story section above.
- ➔ Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *f-i-d-g-e-t*, *wh-i-s-p-er-ed*.
- ➔ This story also contains a number of more challenging words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list of challenging words. Read them together and talk about what each word means.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the story to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into small groups and ask them to hot-seat Mozart.
- ➔ Ask the child in role as Mozart to think about how he might have felt when his dad was angry with him, when he heard Nadim playing his keyboard, when he played with Nadim, and when they played for the Archduke.
- ➔ Ask the rest of the children in the group to ask Mozart questions to draw out how his feelings changed throughout the story.
- ➔ Allow enough time for a number of children to take on the role of Mozart.

Writing activities

- ➔ Ask the children to write a review of Nadim and Mozart's performance.
- ➔ Encourage them to think about what the performance would have been like, and what they personally would have liked or disliked about it.
- ➔ Ask the children to finish their review with a rating of between one and five stars, and a headline describing their view of the performance (e.g. A Spectacular Success!)

Cross-curricular activity

Music

- ➔ Play a version of 'Walking in the Air' to the children (you could search for it on the Internet). Then play a piece of music by Mozart and talk about the differences between the two styles of music. If possible, give children an opportunity to compose their own versions of each piece of music, using instruments of their choosing.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb. (D) (ORCS Standard 3, 7)
- Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D) (ORCS Standard 3, 9)
- Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ) (ORCS Standard 3, 12)

ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National Curriculum objectives	Book-related assessment pointers
Spoken language	ask relevant questions to extend their understanding and knowledge (SpokLang.2)	Check the children ask Mozart appropriate questions in the hot seat activity to help them to understand how Mozart's feelings changed throughout the story.
	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children in role as Mozart consider how he felt throughout the story, and answer questions appropriately.
Reading: Word reading	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2 ReadWord.2)	Check the children can read the text, sounding out and blending new and unfamiliar words where necessary.
Reading: Comprehension	predicting what might happen on the basis of what has been read so far (Y2 ReadComp.2v)	Check the children make predictions about how Nadim will get Mozart to open the door.
	making inferences on the basis of what is being said and done (Y2 ReadComp.2iii)	Check the children can talk about what the Archduke thought of Nadim and Mozart's performance.
Writing: Composition	writing for different purposes (Y2 WritComp.1iv)	Check the children include their own feelings and opinions when reviewing the performance.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)	<p>Check the children ask Mozart appropriate questions in the hot seat activity to help them to understand how Mozart's feelings changed throughout the story.</p> <p>Check the children in role as Mozart consider how he felt throughout the story, and answer questions appropriately.</p>
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children can read the text, sounding out and blending new and unfamiliar words where necessary.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	<p>Check the children make predictions about how Nadim will get Mozart to open the door.</p> <p>Check the children can talk about what the Archduke thought of Nadim and Mozart's performance.</p>
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a / LIT 2-20a)	Check the children include their own feelings and opinions when reviewing the performance.

WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
Oracy	show understanding of what they have heard by asking relevant questions to find out specific information (Y2_OracList.8) prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding (Y2_OracSpea.9)	Check the children ask Mozart appropriate questions in the hot seat activity to help them to understand how Mozart's feelings changed throughout the story.
	adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7)	Check the children in role as Mozart consider how he felt throughout the story, and answer questions appropriately.
Reading	apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts: - phonic strategies (Y2_ReadStrat.4i) confidently use all phonemes and their corresponding graphemes when blending and segmenting polysyllabic words (Y2_ReadStrat.3)	Check the children can read the text, sounding out and blending new and unfamiliar words where necessary.
	express views about information and details in a text, considering content, ideas, presentation, organisation and the language used (Y2_ReadResp.1) express opinions, giving reasons, and provide appropriate answers to questions (Y2_OracSpea.1)	<p>Check the children make predictions about how Nadim will get Mozart to open the door.</p> <p>Check the children can talk about what the Archduke thought of Nadim and Mozart's performance.</p>
Writing	write for different purposes (Y2_WritMean.2)	Check the children include their own feelings and opinions when reviewing the performance.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	ask and answer questions to develop understanding (L2_com_talk.2ii)	Check the children ask Mozart appropriate questions in the hot seat activity to help them to understand how Mozart’s feelings changed throughout the story.
	use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3) ask and answer questions to develop understanding (L2_com_talk.2ii)	Check the children in role as Mozart consider how he felt throughout the story, and answer questions appropriately.
Reading	use a range of reading strategies (L2_com_read.2)	Check the children can read the text, sounding out and blending new and unfamiliar words where necessary.
	express opinions and make predictions (L2_com_read.5ii)	Check the children make predictions about how Nadim will get Mozart to open the door. Check the children can talk about what the Archduke thought of Nadim and Mozart’s performance.
Writing	write using a given form (L2_com_write.3)	Check the children include their own feelings and opinions when reviewing the performance.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
Speaking and listening	Listen carefully and respond appropriately, asking questions of others. (2SL7) Extend experiences and ideas through role-play. (2SL9)	Check the children ask Mozart appropriate questions in the hot seat activity to help them to understand how Mozart’s feelings changed throughout the story. Check the children in role as Mozart consider how he felt throughout the story, and answer questions appropriately.
	Use phonics as the main method of tackling unfamiliar words. (2R02)	Check the children can read the text, sounding out and blending new and unfamiliar words where necessary.
Reading	Make simple inferences from the words on the page, e.g. about feelings. (2Ri3)	Check the children make predictions about how Nadim will get Mozart to open the door. Check the children can talk about what the Archduke thought of Nadim and Mozart’s performance.
	Write instructions and recount events and experiences. (2Wa6)	Check the children include their own feelings and opinions when reviewing the performance.