



Canberra Symphony
Orchestra

UNIT #1

Feeling the rhythm

MUSIC ACTIVITY SUMMARY			
Focus element	Rhythm	Focus piece	Niccolò PAGANINI Main theme from <i>Caprice No. 24</i>
Resource links	<p>Video #1 PAGANINI <i>Caprice No. 24</i> https://www.youtube.com/watch?v=WsJyuJppA7s 1”– 15”</p> <p>This is a good listening example with a young performer playing live and unaccompanied.</p> <p>Video #2 https://www.youtube.com/watch?v=qVrkc6zRzEE</p> <p>This is a good example of a younger performer playing the music accompanied by an orchestra.</p> <p>Virtual piano https://www.onlinepianist.com/virtual-piano</p> <p>Chords</p> <p>Guitar https://www.imusic-school.com/en/tools/guitar-chords/beginner</p> <p>Ukelele https://www.knowyourinstrument.com/basic-ukulele-chords-beginners</p>		

MUSICAL ACTIVITIES

Listening Lesson plan 1.1	<p>Listen to the main theme (Video #1) and conduct the beat in the air. Listen to the piece again – march around the room showing that same beat.</p> <ul style="list-style-type: none">• Do you think this is a fast piece or a slow piece?• How many beats do you think there are in every bar?• How can you show this in your conducting? <p>(down, up, with a strong down beat)</p>
--	--



MUSICAL ACTIVITIES (cont.)

<p>Creating Lesson plan 1.2</p>	<p>Listen to the main theme again (Video #1).</p> <ul style="list-style-type: none"> • Can you hear that the rhythm patterns used are very repetitive? <p>See if you can say this repetitive pattern using the time names given. In music, repetitive patterns are often called ostinatos.</p> <p style="text-align: center;"> tim-ka tikatika tim-ka tikatika tim-ka tikatika ta ta : </p> <ul style="list-style-type: none"> • Did you notice that some of the rhythms in this pattern are uneven? • What effect do you think this has on the music? • Can you develop a movement with a partner that shows this uneven rhythm pattern? Perform it while listening to the theme. <p>Paganini wrote this piece for violin. He was an excellent (virtuosic) violinist.</p> <ul style="list-style-type: none"> • Do you know someone who is very good at something?
<p>Creating Lesson plan 1.3</p>	<p>Paganini's music uses repetition. Listen to this short pattern and see if you can say it with me: "I play the vi-o-lin" (ta, ti ti, ti ti, ta). Now we can say this rhyme while the music is playing.</p> <ul style="list-style-type: none"> • Can you show this pattern through a movement? <p>You may wish to learn the pitch ostinato: do, do, do so, so, do (A, A, A, E, E, A)</p> <p>You could also use the guitar chords: Am Em Am: </p> <p>Use your own instrument or a classroom instrument to play this ostinato. For trumpet and clarinet, the ostinato will be (B, B, Bb, F#, F#, B). You could also use untuned percussion to show the metre (time signature), which is in 2.</p>
<p>Exploration Lesson plan 1.4</p>	<p>Paganini wrote this piece to be played on the violin. Sometimes while Paganini was performing, he would play a trick on the audience and break some of the strings and just play the tune on one string!</p> <ul style="list-style-type: none"> • How many strings does the violin have? • What other string instruments can you see in Video #2? <p>In a classical orchestra, another string instrument is often used that has many strings. Can you recognise this instrument? (<i>harp</i>)</p>



Canberra Symphony
Orchestra

CROSS-CURRICULAR EXPLORATIONS

Social development	<p>Paganini was a composer and a virtuosic violinist – a virtuoso is someone who is highly skilled in music.</p> <ul style="list-style-type: none">• How do you think you could become highly skilled in something?• Do you know any highly skilled people in your community?
English	<p>Paganini varied the melody for this piece to create interest. Choose a favourite story that you have been listening to / reading in class and discuss how you might vary the story.</p> <ul style="list-style-type: none">• How could you make the story sound happier, sadder, scarier?• How do you think composers change the mood of a piece?• Can you think of a scary piece of music? Why was it scary?



Canberra Symphony
Orchestra

UNIT #1

Feeling the rhythm

MUSIC ACTIVITY LESSON PLAN 1.1			
Focus element	Rhythm	Focus piece	Niccolò PAGANINI Main theme from <i>Caprice No. 24</i>
Learning type	Listening	Lesson length	Approx. 10 minutes
Resource links	Video #1 PAGANINI <i>Caprice No. 24</i> https://www.youtube.com/watch?v=WsJyuJppA7s Video #2 https://www.youtube.com/watch?v=qVrkc6zRzEE		
Learning objectives	Students will explore the use of <i>beat</i> in the main theme from Paganini's <i>Caprice No. 24</i>		
Australian Curriculum alignment	ACAMUR084 Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUM084		



Canberra Symphony
Orchestra

LESSON 1.1

Familiarise and listen

APPROX. 5 MINUTES

Measures of understanding

Engagement with and curiosity about music – asking questions about instruments, what they can see / hear. *Note any prior knowledge of instruments, orchestral music, conductor, etc.*

Watch and listen	Watch the first 17 seconds of Video #1 with your class. This is a solo performance of the main theme from <i>Caprice No. 24</i> .
Questions	Ask students the following questions to familiarise them with the music and to gain an understanding of their prior knowledge. <ul style="list-style-type: none">• What instrument is playing? <i>(Violin)</i>• Are there any other instruments performing? <i>(No, however there are other musicians in the background)</i>
Watch and listen	Watch the first 53 seconds of Video #2 with your class. This is an accompanied performance of the main theme from <i>Caprice No. 24</i> .
Questions	Ask students the following questions to familiarise them with the music and to gain and understanding of their prior knowledge. <ul style="list-style-type: none">• What is the main instrument that you can see and hear? What is its role? <i>(Violin. Soloist. Students may note that the performer has a small microphone clipped onto his violin).</i>• What other instruments can you hear and see? What do we call this group? <i>(Students may see all instruments of the orchestra. The instruments playing with the soloist – accompanying the soloist – are the string instruments: violin, viola, cello and double bass. We call this group an orchestra.)</i>• Are there any other significant persons that are part of this performance? What are they called and what is their role? <i>(The conductor – leads the orchestra in rehearsals and performances. The audience – an important part of the performance i.e. without an audience there is no true performance!)</i>



LESSON 1.1

Find the beat

APPROX. 5 MINUTES

Measures of understanding

Demonstrating ability to keep the beat in time with the music in one or more of these ways:

- Body percussion with shoulder and head taps
- Conducting down and up
- Marching in time with the beat

Activity	<p>Watch Video #2 again.</p> <p>Ask students to keep the beat with the music by tapping their shoulders and head in a marching rhythm i.e. <i>shoulders, head, shoulders, head</i>.</p> <p><i>Model this before starting the music and continue modelling with the class to help keep the students in time.</i></p>
Question	<p>Ask the students if they have noticed what the conductor is doing at the start of the piece.</p> <p><i>(Moving his baton down-up-down-up – mirrored with the shoulder-head movement)</i></p>
Activity	<p>Watch Video #2 again.</p> <p>Ask the students to conduct the beat.</p> <p><i>You may like to pretend to hold a baton, use a pencil etc.</i></p>
Question	<p>Ask the students if they know what each movement of the baton represents.</p> <p><i>(One beat)</i></p> <p>This is an important concept. Ensure that students grasp this – perhaps ask them to repeat it as a class, put it in their own words, etc.</p>
Activity	<p>Watch Video #2 again.</p> <p>Ask students to march around the room in a circle keeping the beat with their feet. Model this first – focus on keeping a clear beat with your feet.</p> <p>Challenge #1 – March on the spot and conduct at the same time!</p> <p>Challenge #2 – March on the spot, conduct at the same time and change your conducting arm every bar.</p>



Canberra Symphony
Orchestra

UNIT #1

Feeling the rhythm

MUSIC ACTIVITY LESSON PLAN 1.2			
Focus element	Rhythm	Focus piece	Niccolò PAGANINI Main theme from <i>Caprice No. 24</i>
Learning type	Creating	Lesson length	Approx. 25 minutes
Resource links	Video #1 PAGANINI <i>Caprice No. 24</i> https://www.youtube.com/watch?v=WsJyuJppA7s Video #2 https://www.youtube.com/watch?v=qVrk6zRzEE		
Learning objectives	Students will explore the use of <i>rhythm</i> in the main theme from Paganini's <i>Caprice No. 24</i> and create and perform their own movements to the rhythmic patterns.		
Australian Curriculum alignment	ACAMUM086 Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUM086		



Canberra Symphony
Orchestra

LESSON 1.2

Recap

APPROX. 5 MINUTES

Measures of understanding

Students can perform the rhythmic pattern in time by:

- performing the body percussion as a whole class
- saying the time names in time

Activity	Watch Video #1 again. Keep the beat by either: <ul style="list-style-type: none">• tapping shoulders then head• conducting down and up• marching in a circle, changing directions with each new phrase• marching on the spot and conducting, changing conducting hands with each new phrase.
-----------------	---



Canberra Symphony
Orchestra

LESSON 1.2

Find the rhythm

APPROX. 10 MINUTES

Measures of understanding

Students can perform a body percussion/movement to the rhythm.

Question	<ul style="list-style-type: none">What's the difference is between beat and rhythm? <p><i>(Beat is the steady pulse under the music. Rhythm is varied and is the actual time value of the notes – the long and the short.)</i></p> <p>You may like to create your own definitions of each and display in the classroom for future reference.</p>
Watch and listen	Listen to Video #1 , focusing on the rhythm.
Activity	Listen to Video #1 again and ask students to 'fairy clap' along with the rhythm (two-finger quiet clapping).
Questions	<ul style="list-style-type: none">Are the any repeated rhythms? <p><i>(Yes: the first three bars of the first phrase are the same rhythm.)</i></p> <ul style="list-style-type: none">What do we call a repeated pattern in music? <p><i>(An ostinato)</i></p>
Activity	Model a body percussion example of the rhythm for the first phrase. The rhythm is fast, so try this at a slower tempo (speed) to begin with. <u>Body Percussion</u> Stomp – click; tap legs x 4 Stomp – click; tap legs x 4 Stomp – click; tap legs x 4 Clap clap Once you have modelled, ask students to join in with you. See if you can get faster and faster until you can perform it in time with the Video #1.



Canberra Symphony
Orchestra

LESSON 1.2

Find the rhythm (cont.)

Activity	<p>Perform the body percussion again without the music, adding in the time names for each rhythm.</p> <p><u>Time names</u></p> <p><i>I tim-ka tika-tika I tim-ka tika-tika I tim-ka tika-tika I ta ta</i></p> <p><u>Time names and body percussion alignment</u></p> <p>Stomp – click = <i>tim-ka</i></p> <p>Tap legs x 4 = <i>tika-tika</i></p> <p>Clap clap = <i>ta ta</i></p>
Question	<ul style="list-style-type: none">• Did you notice that some of the rhythms are uneven?• What effect do you think this has on the music?



Canberra Symphony
Orchestra

LESSON 1.2

Create your own movement

APPROX. 10 MINUTES

Measures of understanding

Students can create their own body percussion/movement to the rhythm

Activity	<p>Pair students up. Ensure that the rhythm pattern is clearly displayed on the board/screen.</p> <p>Ask students to work with their partner to create their own movement and / or body percussion to the rhythm.</p> <p>Encourage students to say the rhythm as they move, and to use the same or similar movements for each rhythm value (i.e. <i>tika-tika</i> as tap tap tap tap etc.)</p>
Activity	<p>Have students perform their movements for the class.</p>
Discussion	<p>Paganini wrote this piece for solo violin. He was a very good violinist (virtuosic).</p> <ul style="list-style-type: none">• Do you know someone in your community who is very good at something?



Canberra Symphony
Orchestra

UNIT #1

Feeling the rhythm

MUSIC ACTIVITY LESSON PLAN 1.3			
Focus element	Rhythm	Focus piece	Niccolò PAGANINI Main theme from <i>Caprice No. 24</i>
Learning type	Creating	Lesson length	Approx. 15 minutes
Resource links	Video #2 https://www.youtube.com/watch?v=qVrkc6zRzEE Virtual piano https://www.onlinepianist.com/virtual-piano Chords Guitar https://www.imusic-school.com/en/tools/guitar-chords/beginner Ukelele https://www.knowyourinstrument.com/basic-ukulele-chords-beginners		
Learning objectives	Students will perform a rhythmic and melodic ostinato to accompany the main theme from Paganini's <i>Caprice No. 24</i> .		
Australian Curriculum alignment	ACAMUM086 Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUM086		



Canberra Symphony
Orchestra

LESSON 1.3

Recap

APPROX. 3–5 MINUTES

Activity	Ask one pair of students from the previous lesson to perform their movement for the class. Have the students lead with two-bar demonstrations and ask the rest of the class to mirror the movement pattern back.
Challenge activities	Challenge #1 <ul style="list-style-type: none">• Can the whole class perform the movement together without call and response? Challenge #2 <ul style="list-style-type: none">• Can another pair of students teach the class their movement?• Can the class perform both movements at the same time in two groups?



Canberra Symphony
Orchestra

LESSON 1.3

Rhythmic ostinato

APPROX. 5 MINUTES

Measures of understanding

Students can perform the rhythmic ostinato in time in one or more of the following ways:

- repeating '**I play the vi-o-lin**' in time
- performing the body percussion in time
- saying the time names in time
- performing with the music in time.

Question	Ask students if they remember what an ostinato is. <i>(A repeated rhythmic or melodic pattern.)</i> Ask students if they remember what the rhythmic ostinato from the main theme was? Hint We learnt the rhythm and body percussion in the previous lesson. Time Names: <i>I tim-ka tika-tika I tim-ka tika-tika I tim-ka tika-tika I ta ta</i>
Activity	Teach students a new, rhythmic ostinato. Model the rhythm by saying the rhythm pattern as the 'call' and asking students to echo as the 'response'. Say: I play the vi-o-lin (rhythm: <i>Ta ti-ti ti-ti ta</i>) Repeat the activity, clapping as the 'call' and asking students to clap back the rhythm as the 'response'.



LESSON 1.3

Rhythmic ostinato (cont.)

Challenge activity	<p>Write the rhythm out together on the board using four beat circles.</p> <p>If students need assistance, give them the two rhythm values: <i>Ta</i> and <i>ti-ti</i></p> <table border="1" data-bbox="493 613 938 1016"><tr><td data-bbox="496 618 707 703">Ta</td><td data-bbox="710 618 935 703"> </td></tr><tr><td data-bbox="496 707 707 815"><i>ti-ti</i></td><td data-bbox="710 707 935 815">┌ └</td></tr><tr><td data-bbox="496 819 707 927"><i>ti-ti</i></td><td data-bbox="710 819 935 927">┌ └</td></tr><tr><td data-bbox="496 931 707 1016">Ta</td><td data-bbox="710 931 935 1016"> </td></tr></table> <p>Say the rhythm together as a class again, this time using the time value names. Keep a steady beat, with a drum or by stomping the beat.</p>	Ta		<i>ti-ti</i>	┌ └	<i>ti-ti</i>	┌ └	Ta	
Ta									
<i>ti-ti</i>	┌ └								
<i>ti-ti</i>	┌ └								
Ta									
Activity	<p>As a class, create a body percussion pattern to go with the rhythmic ostinato. Perform it together.</p> <p>Example</p> <table border="1" data-bbox="493 1256 938 1469"><tr><td data-bbox="496 1261 707 1310">Ta</td><td data-bbox="710 1261 935 1310"><i>Click</i></td></tr><tr><td data-bbox="496 1314 707 1364"><i>ti-ti</i></td><td data-bbox="710 1314 935 1364"><i>Clap clap</i></td></tr><tr><td data-bbox="496 1368 707 1417"><i>ti-ti</i></td><td data-bbox="710 1368 935 1417"><i>Clap clap</i></td></tr><tr><td data-bbox="496 1422 707 1471">Ta</td><td data-bbox="710 1422 935 1471"><i>Click</i></td></tr></table> <p>Perform the rhythmic ostinato along with the main theme in Video #2.</p>	Ta	<i>Click</i>	<i>ti-ti</i>	<i>Clap clap</i>	<i>ti-ti</i>	<i>Clap clap</i>	Ta	<i>Click</i>
Ta	<i>Click</i>								
<i>ti-ti</i>	<i>Clap clap</i>								
<i>ti-ti</i>	<i>Clap clap</i>								
Ta	<i>Click</i>								



Canberra Symphony
Orchestra

LESSON 1.3

Melodic ostinato

APPROX. 5 MINUTES

Measures of understanding

Students can perform the melody ostinato in time in one or more of the following ways:


- performing the **solfege** in time
- playing the notes in time on an instrument
- playing the chords in time on an instrument
- performing with the music in time.

Question	<ul style="list-style-type: none"> • Is the music is in a major (happy sounding) or minor (sad sounding) key? <i>(Minor)</i> <p>As the key is minor, our 'tonic' note (or, most important note) is la, not do as it would be in a major key.</p>									
Activity	<p>Teach students the melodic ostinato using solfege. This activity only uses the two most important notes – la (A) and mi (E).</p> <p><u>Melodic ostinato</u></p> <table border="1" style="margin-left: 40px;"> <tr> <td>Rhythm name</td> <td><i>Ta</i></td> <td><i>ti-ti</i></td> </tr> <tr> <td>Pitch name</td> <td>A</td> <td>E-E</td> </tr> <tr> <td>Solfege</td> <td>la</td> <td>mi-mi</td> </tr> </table> <ol style="list-style-type: none"> 1. Model the pattern first. 2. Teach students using call and response. 3. Sing it together. 4. Sing it together and add in your body percussion part. <p>Perform the rhythmic ostinato with the main theme as played in Video #2.</p>	Rhythm name	<i>Ta</i>	<i>ti-ti</i>	Pitch name	A	E-E	Solfege	la	mi-mi
Rhythm name	<i>Ta</i>	<i>ti-ti</i>								
Pitch name	A	E-E								
Solfege	la	mi-mi								



LESSON 1.3

Melodic ostinato (cont.)

<p>TEACHING TIP</p>	<p>Learn the melody yourself first and have something ready to give you the starting pitch. If you have a piano, the starting note is A, followed by the E above.</p>  <p>If you don't have any instruments, you can use a virtual piano online to give you the pitch: https://www.onlinepianist.com/virtual-piano</p>						
<p>Challenge activity</p>	<p>Play the ostinato individually on an instrument:</p> <ul style="list-style-type: none"> • use untuned percussion for the rhythmic ostinato • use tuned percussion for the melodic ostinato. <p>Students may use their own instruments.</p> <p><u>Notes for transposing instruments</u></p> <table border="1" data-bbox="496 1375 1115 1480"> <tr> <td>Clarinet, trumpet</td> <td>B B – B F# – F# B</td> </tr> <tr> <td>Alto saxophone</td> <td>F# F# – F# C# – C# F#</td> </tr> </table> <p>Most other instruments will start on A.</p> <p><u>Chords for guitar / ukulele</u></p> <p>Students can play the chords using the rhythm as the strumming pattern.</p> <table border="1" data-bbox="496 1653 1150 1704"> <tr> <td>Chords</td> <td>Am Am – Am Em – Em Am</td> </tr> </table>	Clarinet, trumpet	B B – B F# – F# B	Alto saxophone	F# F# – F# C# – C# F#	Chords	Am Am – Am Em – Em Am
Clarinet, trumpet	B B – B F# – F# B						
Alto saxophone	F# F# – F# C# – C# F#						
Chords	Am Am – Am Em – Em Am						
<p>Challenge activity</p>	<p>Play the ostinato as a class:</p> <ul style="list-style-type: none"> • without the video • accompanying the video (Video #2) 						
<p>Challenge activity</p>	<p>Ask students if they can make up another rhythmic or melodic ostinato to accompany the music using known time names. (<i>Ta, ti-ti, tika-tika, tim-ka</i>)</p>						



Canberra Symphony
Orchestra

UNIT #1

Feeling the rhythm

MUSIC ACTIVITY LESSON PLAN 1.4			
Focus element	Rhythm	Focus piece	Niccolò PAGANINI Main theme from <i>Caprice No. 24</i>
Learning type	Exploration	Lesson length	Approx. 10 minutes
Resource links	Video #2 https://www.youtube.com/watch?v=qVrkc6zRzEE		
Learning objectives	Students will explore different types of orchestral string instruments and the ways they can be played.		
Australian Curriculum alignment	ACAMUM084 Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns. <i>Scoutle resources</i> http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM084		



Canberra Symphony
Orchestra

LESSON 1.4

Listen and discuss

APPROX. 10 MINUTES

Measures of understanding

Students engage in and contribute to class discussion in response to the instruments they hear in the orchestra.

Question	<p>Paganini wrote this piece to be played on the violin.</p> <p>Sometimes while Paganini was performing, he would play a trick on the audience – he would break some of the strings and just play the tune on one string!</p> <ul style="list-style-type: none">• How many strings does the violin have? <i>(Four strings)</i>
Watch and listen	<p>Listen to the whole performance (Video #2)</p>
Questions	<ul style="list-style-type: none">• What other string instruments can you see being played in this recording with an orchestra and solo violinist? <i>(Viola, cello, double bass)</i> <p>In a classical orchestra, another string instrument is often used that has many strings.</p> <ul style="list-style-type: none">• Can you recognise this instrument? <i>(Harp)</i>