



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		



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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	Watch Video #2 again. 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> . <i>Model this before starting the music and continue modelling with the class to help keep the students in time.</i>
Question	Ask the students if they have noticed what the conductor is doing at the start of the piece. <i>(Moving his baton down-up-down-up – mirrored with the shoulder-head movement)</i>
Activity	Watch Video #2 again. Ask the students to conduct the beat. <i>You may like to pretend to hold a baton, use a pencil etc.</i>
Question	Ask the students if they know what each movement of the baton represents. <i>(One beat)</i> 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.
Activity	Watch Video #2 again. 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. Challenge #1 – March on the spot and conduct at the same time! Challenge #2 – March on the spot, conduct at the same time and change your conducting arm every bar.