



Canberra Symphony  
Orchestra

## UNIT #1

### Feeling the rhythm

| MUSIC ACTIVITY LESSON PLAN 1.2         |   |                      |   |
|--|---|----------------------|---|
| <b>Focus element</b>                   | Rhythm  | <b>Focus piece</b>   | <b>Niccolò PAGANINI</b><br><b>Main theme from <i>Caprice No. 24</i></b> |
| <b>Learning type</b>                   | Creating  | <b>Lesson length</b> | Approx. 25 minutes  |
| <b>Resource links</b>                  | <b>Video #1</b> PAGANINI <i>Caprice No. 24</i><br><a href="https://www.youtube.com/watch?v=WsJyuJppA7s">https://www.youtube.com/watch?v=WsJyuJppA7s</a><br><b>Video #2</b> <a href="https://www.youtube.com/watch?v=qVrkc6zRzEE">https://www.youtube.com/watch?v=qVrkc6zRzEE</a>              |                      |   |
| <b>Learning objectives</b>             | 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.   |                      |   |
| <b>Australian Curriculum alignment</b> | <b>ACAMUM086</b><br>Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume.<br><i>Scootle resources</i><br><a href="http://www.scootle.edu.au/ec/search?accContentId=ACAMUM086">http://www.scootle.edu.au/ec/search?accContentId=ACAMUM086</a> |                      |   |



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## 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

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



## LESSON 1.2

### Find the rhythm

APPROX. 10 MINUTES

#### Measures of understanding

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

|                         |   |
|-------------------------|---|
| <b>Question</b>         | <ul style="list-style-type: none"><li>What's the difference is between <b>beat</b> and <b>rhythm</b>?</li></ul> <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>  |
| <b>Watch and listen</b> | Listen to <b>Video #1</b> , focusing on the rhythm.   |
| <b>Activity</b>         | Listen to <b>Video #1</b> again and ask students to 'fairy clap' along with the rhythm (two-finger quiet clapping).   |
| <b>Questions</b>        | <ul style="list-style-type: none"><li>Are the any repeated rhythms?</li></ul> <p><i>(Yes: the first three bars of the first phrase are the same rhythm.)</i></p> <ul style="list-style-type: none"><li>What do we call a repeated pattern in music?</li></ul> <p><i>(An ostinato)</i></p>   |
| <b>Activity</b>         | 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.<br><b><u>Body Percussion</u></b><br><b>Stomp – click; tap legs x 4</b><br><b>Stomp – click; tap legs x 4</b><br><b>Stomp – click; tap legs x 4</b><br><b>Clap clap</b><br>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. |



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## LESSON 1.2

### Find the rhythm (cont.)

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



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## LESSON 1.2

### Create your own movement

**APPROX. 10 MINUTES**

#### Measures of understanding

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

|                   |   |
|-------------------|---|
| <b>Activity</b>   | <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 <b>tap tap tap tap</b> etc.)</p> |
| <b>Activity</b>   | <p>Have students perform their movements for the class.</p>   |
| <b>Discussion</b> | <p>Paganini wrote this piece for solo violin. He was a very good violinist (virtuosic).</p> <ul style="list-style-type: none"><li>• Do you know someone in your community who is very good at something?</li></ul>  |