



Canberra Symphony  
Orchestra

## UNIT #2

### Medieval madness

MUSIC ACTIVITY LESSON PLAN 2.2			
<b>Focus element</b>	Pitch and texture	<b>Focus piece</b>	“Dies Irae” (Gregorian chant)
<b>Learning type</b>	Creating	<b>Lesson length</b>	Approx. 20–30 minutes
<b>Resource links</b>	<b>Video #2</b> Vegetable rap <a href="https://www.youtube.com/watch?v=KBMxpDbp51A">https://www.youtube.com/watch?v=KBMxpDbp51A</a>		
<b>Learning objectives</b>	Students will create and perform their own contemporary chants, delivering an important message or information.		
<b>Australian Curriculum alignment</b>	<b>ACAMUM086</b> Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume <i>Scootle resources</i> <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 2.2

### Recap

**APPROX. 2–4 MINUTES**

#### **Measures of understanding**

Students can recall and make informed assumptions about chants through answering the quiz questions correctly.

<b>Questions</b>	<p>Quiz students on the previous lesson. You could do this as a Kahoot or on pieces of paper in teams.</p> <p><b><u>Quiz</u></b></p> <ul style="list-style-type: none"><li>• What type of piece is “Dies Irae”? a) rock song b) sonata <b>c) Gregorian chant</b></li><li>• Where might you hear a chant today? a) athletics carnival b) sporting game <b>c) both a and b</b></li><li>• True or false: Chants must have both melody and rhythm. a) true <b>b) false</b></li><li>• True or false: Chants are repetitive and don’t have much variation in pitch or rhythm. <b>a) true</b> b) false</li></ul>
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## LESSON 2.2

### Writing a chant

**APPROX. 10–12 MINUTES**

#### **Measures of understanding**

Students can work collaboratively to create their own chant within set parameters.

<b>Activity</b>	<p>Divide students into groups of three. Ask students write a modern chant on a theme / topic of the teacher's choice, using the parameters below.</p> <p><b><u>Parameters</u></b></p> <ul style="list-style-type: none"><li>• 20–30 seconds long.</li><li>• Clearly communicates information or a message.</li><li>• Uses a rhyming structure.</li></ul> <p><i>You could base this on whatever poetry you have been looking at.</i></p> <ul style="list-style-type: none"><li>• Uses repetitive rhythmic patterns.</li></ul> <p><i>The chant does not need to have a melody – if it does, the melody should also be repetitive.</i></p> <p><b><u>Topic</u></b></p> <p>Choose a theme linked to what you are learning in the classroom. If you're looking at political structures and responsibility, the chant could:</p> <ul style="list-style-type: none"><li>• contain information about the system of government in Australia</li><li>• communicate a message about an important social / political issue e.g. Indigenous rights.</li></ul>
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## LESSON 2.2

### Performing and teaching a chant

**APPROX. 5–10 MINUTES**

#### **Measures of understanding**

- Students can perform their change with clarity and confidence.
- Students can teach another group their chant.
- Students can reflect on their own process and product.

<b>Activity</b>	Ask each group of three students to join another group (six students in total). Ask students of teach each other their chants from the previous activity. Have the groups of six students perform both chants for the class. <i>Performing in a larger group feels 'safer'.</i>
<b>Reflection / peer feedback</b>	Ask the performance group: <ul style="list-style-type: none"><li>• What worked well in your creating / rehearsal / performance?</li><li>• What would you like to improve next time?</li></ul> If you class is familiar and skilled in giving constructive peer feedback, encourage them – otherwise, wait until this initial self-reflection skill has been developed.