



Canberra Symphony  
Orchestra

## UNIT #2

### Medieval madness

MUSIC ACTIVITY LESSON PLAN 2.3			
<b>Focus element</b>	Pitch and texture	<b>Focus piece</b>	“Dies Irae” (Gregorian chant)
<b>Learning type</b>	Listening	<b>Lesson length</b>	Approx. 15–20 minutes
<b>Resource links</b>	<p><b>Video #1</b> "Dies Irae" <a href="https://www.youtube.com/watch?v=Dir90NLDp-0">https://www.youtube.com/watch?v=Dir90NLDp-0</a> (0' – 1')</p> <p><b>Video #5–7</b> Other musical examples</p> <p>BACH Cello Suite No. 1 in G major, Prélude <a href="https://www.youtube.com/watch?v=1prweT95Mo0">https://www.youtube.com/watch?v=1prweT95Mo0</a></p> <p>Ludovico EINAUDI Elegy for the Arctic <a href="https://www.youtube.com/watch?v=2DLnhdnSUVs">https://www.youtube.com/watch?v=2DLnhdnSUVs</a></p> <p>Claude DEBUSSY Syrinx <i>for solo flute</i> <a href="https://www.youtube.com/watch?v=YEyKM13yf_4">https://www.youtube.com/watch?v=YEyKM13yf_4</a></p>		
<b>Learning objectives</b>	Students will become familiar with monophonic texture.		
<b>Australian Curriculum alignment</b>	<p><b>ACAMUM084</b></p> <p>Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns.</p> <p><i>Scootle resources</i> <a href="http://www.scootle.edu.au/ec/search?accContentId=ACAMUM084">http://www.scootle.edu.au/ec/search?accContentId=ACAMUM084</a></p> <p><b>ACAMUM086</b></p> <p>Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume.</p> <p><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></p>		



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## LESSON 2.3

### Texture definitions

**APPROX. 5 MINUTES**

#### **Measures of understanding**

Students can make informed decisions about the definitions of texture.

<b>Discussion</b>	<p>Divide students into small groups. Ask them to discuss what they think 'monophonic' means.</p> <p>Ask students to share with the class and justify <b>why</b> they have chosen the definition.</p> <p><b><u>Example</u></b></p> <p>'Mono' means 'one' and phonic means 'sound'. Monophonic means 'one sound or melody'.</p> <p><b><u>Definition</u></b></p> <p><b>Monophonic =</b></p> <p>Music with only one melodic line – no harmony or counterpoint. There may be rhythmic accompaniment, but there is only one line with specific pitches.</p>
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## LESSON 2.3

### Identify monophonic texture

APPROX. 10–15 MINUTES

#### Measures of understanding

Students can accurately identify monophonic texture.

<b>Activity / discussion</b>	Listen to “Dies Irae again” and discuss the following as a class: <ul style="list-style-type: none"><li>• What category does this piece fall into? <i>(Monophonic)</i></li><li>• Why? <i>(Only one sound at a time)</i></li></ul>
<b>Activity</b>	Watch and listen to the other musical examples ( <b>Videos #5–7</b> ). Ask students to identify whether they are monophonic or not, individually or as a class. Ask students to explain <b>why</b> they think this. <ul style="list-style-type: none"><li>• BACH Cello Suite No. 1 in G major, Prélude = <b>monophonic</b></li><li>• Ludovico EINAUDI Elegy for the Arctic = <b>not monophonic</b> (<i>homophonic – melody line with chordal accompaniment</i>)</li><li>• Claude DEBUSSY Syrinx <i>for solo flute</i> = <b>monophonic</b></li></ul>
<b>Discussion</b>	These three pieces of music are being used to accompany images. Discuss as a class: <ul style="list-style-type: none"><li>• Does the music supports the images or do the images support the music. Why do students think this?</li><li>• Are the videos conveying a particular message?</li></ul>