



Canberra Symphony
Orchestra

UNIT #3

Baroque glitz and glamour (1600s)

MUSIC ACTIVITY LESSON PLAN 3.1			
Focus elements	Texture	Focus piece	Johann Sebastian BACH Fugue in G minor, BWV. 578
Learning type	Listening	Lesson length	Approx. 5–8 minutes
Resource link	Video #1 BACH Fugue in G minor https://www.youtube.com/watch?v=PhRa3REdozw		
Learning objectives	Students will become familiar with Bach's <i>Fugue in G minor</i> , focusing on rhythm.		
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		



LESSON 3.1

Listen and discuss

APPROX. 5–8 MINUTES

Measures of understanding

- Students can pat the beat on their legs in time.
- Students can count the beat aloud and pat their legs in time.
- Students can contribute to the class discussion, sharing and justifying their answers.

Watch and listen	Watch / listen to the 23 seconds of Video #1 as a class.
Activity	Watch Video #1 again. Ask the class to tap the beat on their knees along with the music.
Questions	<ul style="list-style-type: none"> • Is there a strong beat in this piece? Could we tap along consistently? (Yes) <p><u>Discuss:</u></p> <p>When we listened to Paganini’s piece, we could hear two beats in every bar – we knew this because there was a stronger beat followed by a weaker beat.</p> <p>Watch Video #1 again.</p> <ul style="list-style-type: none"> • How many beats can we hear in each bar? Are there stronger and weaker beats? <i>(There are four beats – Beat 1 is the strongest, followed by Beat 3. Beats 2 and 4 are weaker).</i>
Activity	Watch Video #1 again. Ask the class to pat the beat on their legs and count the beat softly: 1–2–3–4.
Challenge activity	Ask the class to pat the beats with the different accents / stressed beats. <i>(Beat 1 is the strongest, followed by Beat 3. Beats 2 and 4 are weaker).</i>