



Canberra Symphony  
Orchestra

## UNIT #3

### Baroque glitz and glamour (1600s)

| MUSIC ACTIVITY LESSON PLAN 3.2         |  |                      |   |
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| <b>Focus elements</b>                  | Texture  | <b>Focus piece</b>   | <b>Johann Sebastian BACH<br/>Fugue in G minor, BWV. 578</b> |
| <b>Learning type</b>                   | Listening  | <b>Lesson length</b> | Approx. 8–15 minutes  |
| <b>Resource link</b>                   | <b>Video #1</b> BACH Fugue in G minor<br><a href="https://www.youtube.com/watch?v=PhRa3REdozw">https://www.youtube.com/watch?v=PhRa3REdozw</a><br><b>Video #2</b> 'Winter' from VIVALDI <i>The Four Seasons</i><br><a href="https://www.youtube.com/watch?v=ZPdk5GaIDjo">https://www.youtube.com/watch?v=ZPdk5GaIDjo</a><br><b>Video #7</b> <i>Funny, short video on the Baroque period</i><br><a href="https://www.youtube.com/watch?v=GoYPkChHhKM">https://www.youtube.com/watch?v=GoYPkChHhKM</a> |                      |   |
| <b>Learning objectives</b>             | Students will become familiar with stylistic features from the Baroque period.   |                      |   |
| <b>Australian Curriculum alignment</b> | <b>ACAMUR087</b><br>Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples.<br><i>Scootle resources</i><br><a href="http://www.scootle.edu.au/ec/search?accContentId=ACAMUR087">http://www.scootle.edu.au/ec/search?accContentId=ACAMUR087</a>  |                      |   |



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## LESSON 3.2

### Listen and identify

**APPROX. 3–5 MINUTES**

#### **Measures of understanding**

- Students can make observations about the music they hear, beginning to reference musical terminology.
- Students can contribute to class discussions, thinking about the composer would use certain stylistic features (trills, etc.).

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| <b>Activity / discussion</b> | <p>Watch / listen to Bach's <i>Fugue</i> again (<b>Video #1</b>).</p> <p>In small groups or pairs, ask students to write down dot-point observations about the music – thinking about the obvious things they notice.</p> <p>They do not need to use musical language – if they feel confident, they can.</p> <p>If you need to support students, do the activity as a class with leading questions based on the following examples.</p> <p><b><u>Examples</u></b></p> <ul style="list-style-type: none"><li>• The first melody starts by itself, then another melody comes in.</li><li>• It sounds quite complicated when we can hear both melodies.</li><li>• It sounds like there is an organ playing.</li><li>• There are 'trills' (students may describe this as 'frilly' or 'twiddly' or they may sing the sound).</li></ul> <p>Share and discuss answers as a class.</p> |
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## LESSON 3.2

### Listen and respond

APPROX. 5–10 MINUTES

#### Measures of understanding

- Students will become familiar with stylistic features from the Baroque period.

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| <b>Discussion</b>        | <p>Explain to students that Bach's <i>Fugue</i> is from the <b>Baroque</b> period in history (1600–1750). One way to remember how to say Baroque is to think of a sheep sitting on a rock: “<b>baa – rock!</b>”</p> <p>The Baroque period was a very decorative time in music. One type of decoration often used in Baroque music is called a <b>trill</b> – a rapid alternation of two notes.</p> |
| <b>Optional activity</b> | <p>Watch the short, funny video (<b>Video #7</b>) on the Baroque period, which provides a little more context around Bach's fugues and Vivaldi's <i>The Four Seasons</i>.</p>  |
| <b>Optional activity</b> | <p>Set a 10-15-minute 'mini' research task, asking students to look up and summarise the key elements of the Baroque period including key composers, types of music and common features.</p>   |
| <b>Watch and listen</b>  | <p>Listen to / watch 'Winter' from Vivaldi's <i>The Four Seasons</i> (<b>Video #2</b>).</p>  |
| <b>Discussion</b>        | <p>Discuss as a class or in small groups:</p> <ul style="list-style-type: none"><li>• There are lots of decorations used in this piece, including trills.<br/>Why do you think the composer used these trills?<br/>What does it symbolise?<br/>How does it make us feel?</li></ul> <p>(Vivaldi used these trills to symbolise the cold / shivering / freezing winter weather in Europe.)</p>       |