



Canberra Symphony  
Orchestra

## UNIT #3

### Baroque glitz and glamour (1600s)

MUSIC ACTIVITY LESSON PLAN 3.3			
<b>Focus elements</b>	Texture	<b>Focus piece</b>	<b>Johann Sebastian BACH Fugue in G minor, BWV. 578</b>
<b>Learning type</b>	Responding	<b>Lesson length</b>	Approx. 15–25 minutes
<b>Resource link</b>	<b>Video #3</b> Virtual score <a href="https://www.youtube.com/watch?v=Y76uH2xu670">https://www.youtube.com/watch?v=Y76uH2xu670</a> (first 27") <b>Video #4</b> The Swingle Singers <a href="https://www.youtube.com/watch?v=uWZBZv6E3zY">https://www.youtube.com/watch?v=uWZBZv6E3zY</a> <b>Mr Bach mp3 x2</b> (poem + vocal and piano version)		
<b>Learning objectives</b>	Students will discuss, rehearse and perform arrangements of Bach's <i>Fugue in G Minor</i> .		
<b>Australian Curriculum alignment</b>	<b>ACAMUR085</b> Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community. <i>Scoutle resources</i> <a href="http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM085">http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM085</a>		



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## LESSON 3.3

### Learn the rhyme

**APPROX. 5 MINUTES**

#### **Measures of understanding**

Students can say the rhyme with the class in time.

<b>Activity</b>	<p>Teach the students the Mr Bach rhyme (<b>p.52</b>). <i>You can use either the Mr Bach poem mp3 or the sheet music for support.</i></p> <p>Model the poem first, then teach students using call and response.</p> <p><b><u>Call and response</u></b></p> <ul style="list-style-type: none"><li>• Say one line at a time as a 'call' and ask students to echo as the 'response'.</li><li>• Repeat for each line.</li><li>• Repeat with the first two lines / last two lines.</li><li>• Repeat for the whole piece.</li></ul> <p>For more practice:</p> <ul style="list-style-type: none"><li>• Ask one half of the room to say the first two lines and the other half of the room to say the last two lines – then swap.</li></ul>
<b>Activity / discussion</b>	<p>Change the expression of the rhyme by saying it:</p> <ul style="list-style-type: none"><li>• loud / soft</li><li>• getting louder / getting softer</li><li>• really fast / really slow</li></ul> <p>Discuss with the class:</p> <ul style="list-style-type: none"><li>• How do these changes in performance affect the mood of the piece?</li></ul>



## LESSON 3.3

### Learn the melody

APPROX. 5–10 MINUTES

#### Measures of understanding

Students can sing the melody with the class and accompanied by video / audio.

**Note** This is a tricky piece of music to sing accurately. If students have limited vocal / choral experience, a good measure is the extent to which they are following the melodic contour (shape of the melody – up / down etc.) and whether they are starting and ending on the same pitch.

<p><b>Activity</b></p>	<p>Teach the students the Mr Bach melody (p.52). <i>Use either the Mr Bach vocal + piano mp3 or the sheet music for support.</i></p> <p>Model the melody first, then teach students using call and response. Go slowly – it’s tricky!</p> <p><b><u>Call and response</u></b></p> <ul style="list-style-type: none"> <li>• Sing one line at a time as a ‘call’ and ask students to echo as the ‘response’. If you don’t feel confident, use the mp3, pausing between lines.</li> <li>• Repeat for each line.</li> <li>• Repeat with the first two lines / last two lines.</li> <li>• Repeat for the whole piece (with and without the mp3).</li> </ul> <p>For more practice:</p> <ul style="list-style-type: none"> <li>• Ask one half of the room to sing the first two lines and the other half of the room to sing the last two lines – then swap.</li> <li>• Ask the class to sing Line 1 aloud and Line 2 in their heads. Repeat for Line 3 (aloud) and Line 4 (in your head). Keep in time and on pitch! Swap and sing Lines 2 and 4 aloud, with Lines 1 and 3 in your heads.</li> </ul>
<p><b>Question</b></p>	<ul style="list-style-type: none"> <li>• Does the melody sound familiar? <i>(Yes, it’s the main subject (melody) from Bach’s Fugue in G minor)</i></li> </ul>
<p><b>Activity / discussion</b></p>	<p>Change the expression of the melody by singing it:</p> <ul style="list-style-type: none"> <li>• loud / soft</li> <li>• getting louder / getting softer</li> <li>• really fast / really slow</li> <li>• How do these changes in performance affect the mood of the piece? Was it different to the rhyme?</li> </ul>



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## LESSON 3.3

### Looking at the score

**APPROX. 3–5 MINUTES**

#### **Measures of understanding**

Students are engaged and participate in group discussions, contributing their perspective.

<b>Watch and listen</b>	Watch the first minute or two of the virtual score for Bach's <i>Fugue</i> ( <b>Video #3</b> ).
<b>Activity</b>	Sing the Mr Bach melody along with the mp3.
<b>Questions</b>	<ul style="list-style-type: none"><li>• How many parts can you see in the music? Does it change? <i>(It begins with one part and gradually adds in one part at a time.)</i></li></ul>



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## LESSON 3.3

### Listening to another arrangement

**APPROX. 3–5 MINUTES**

#### **Measures of understanding**

Students are engaged and participate in group discussions, contributing their perspective.

<b>Watch and listen</b>	Listen to The Swingle Singers, an <i>a capella</i> vocal group (no accompanying instruments) sing this same, famous Bach melody ( <b>Video #4</b> ).
<b>Questions</b>	<ul style="list-style-type: none"><li>• What instruments are some of the singers imitating? <i>(Male singers are imitating a bass instrument e.g. double bass; drum kit; wind instruments e.g. clarinet, trumpet, trombone)</i></li></ul>



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## MR BACH

### RHYME

*Mr Bach wrote several tunes that sound like this*

*Organ sonatas, fugues and cantatas*

*Organ sonatas, fugues and cantatas*

*I never know which is which!*

### SHEET MUSIC

Mr. \_\_\_\_\_ Bach knows se - veral tunes that sound like this,

3  
or - gans son - a - tas fugues and can - ta - tas

4  
or - gans son - a - tas \_\_\_\_\_ fugues and can - ta \_\_\_\_\_ tas I

5  
ne - ver know \_\_\_\_\_ whi \_\_\_\_\_ ch is which. \_\_\_\_\_