



Canberra Symphony
Orchestra

UNIT #3

Baroque glitz and glamour (1600s)

MUSIC ACTIVITY LESSON PLAN 3.4			
Focus elements	Texture	Focus piece	Johann Sebastian BACH Fugue in G minor, BWV. 578
Learning type	Creating	Lesson length	Approx. 15–20 minutes
Resource link	Video #1 BACH Fugue in G minor (organ) https://www.youtube.com/watch?v=PhRa3REdozw		
Learning objectives	Students will create a short dance that represents a staggered melody (a canon).		
Australian Curriculum alignment	ACAMUR086 Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUM086		



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LESSON 3.4

Review and listen

APPROX. 2–3 MINUTES

Measures of understanding

Students can identify that the *Fugue* does not have a monophonic texture and explain why (there are multiple melodic voices).

Question	In Lesson #2.3 (the final lesson looking at the theme from Paganini's <i>Caprice No. 24</i>), students defined the term monophonic . Give students two minutes to write the definition of this term in their own words, based on what they remember. Review and confirm the correct definition. Definition Monophonic = <ul style="list-style-type: none">• Music with only one melodic line – no harmony or counterpoint. There may be rhythmic accompaniment, but there is only one line with specific pitches.
Watch and listen	Listen to Bach's <i>Fugue in G minor</i> again.
Questions	Discuss the following as a class, or ask students to work in small groups and then share their answers: <ul style="list-style-type: none">• Can you see and hear the melody being played at different time? (Yes)• Does the music become more or less complex? (More complex)• Is there more than one melody line playing at the same time? (Yes)• Is this piece monophonic in texture? (No)



LESSON 3.4

Learn a dance

APPROX. 15-20 MINUTES

Measures of understanding

Students can learn and perform a dance as a group (as a class or in a small group), together and in canon, demonstrating awareness of beat and timing

<p>Activity</p>	<p>Model an 8-beat dance for the class, counting the beats as you demonstrate.</p> <p>Teach the class the movements by modelling (counting the beats) and asking students to copy you.</p> <p>You can make up your own dance or use the example below.</p> <p><u>Example dance</u></p> <table border="1" data-bbox="395 987 1383 1538"> <tr> <td>Beat 1</td> <td>Hands high in the air</td> </tr> <tr> <td>Beat 2</td> <td>Hands on shoulders</td> </tr> <tr> <td>Beat 3</td> <td>Step to the right</td> </tr> <tr> <td>Beat 4</td> <td>Crouch down</td> </tr> <tr> <td>Beat 5</td> <td>Stay crouching, do 'Mexican wave arms' from left to right</td> </tr> <tr> <td>Beat 6</td> <td>(Two beats)</td> </tr> <tr> <td>Beat 7</td> <td>Jump up</td> </tr> <tr> <td>Beat 8</td> <td>Clap</td> </tr> </table>	Beat 1	Hands high in the air	Beat 2	Hands on shoulders	Beat 3	Step to the right	Beat 4	Crouch down	Beat 5	Stay crouching, do 'Mexican wave arms' from left to right	Beat 6	(Two beats)	Beat 7	Jump up	Beat 8	Clap
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<p>Activity</p>	<p>Once students can perform the dance, split the class into four groups and perform the dance as a canon.</p> <ul style="list-style-type: none"> • Have groups start two beats after each other. • Have groups start one beat after each other. 																
<p>Discussion</p>	<p>Discuss with the class:</p> <ul style="list-style-type: none"> • How is this similar to the fugue and round we sung last lesson? 																



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Create a dance

APPROX. 15-20 MINUTES

Measures of understanding

Students can work collaboratively to create their own 8-beat dance, demonstrating canon.

Activity	Divide students into groups of four or eight. Ask the groups to create their own 8-beat dances. Have students rehearse their dances altogether. Then, ask students to rehearse their dances in a canon, starting two beats after each other and then one beat after each other. Have students perform their canon dances for the class.
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