



Canberra Symphony  
Orchestra

## UNIT #4

### Classical clarity and balance (1750s)

MUSIC ACTIVITY LESSON PLAN 4.1			
<b>Focus element</b>	Structure	<b>Focus piece</b>	<b>Wolfgang Amadeus MOZART</b> <b>Eine kleine Nachtmusik, KV. 525</b> <b>(String Serenade No. 13 in G major)</b> <b>“A Little Night Music”</b> <i>Third movement – Minuet and Trio</i>
<b>Learning type</b>	Listening	<b>Lesson length</b>	Approx. 5–8 minutes
<b>Resource links</b>	<b>Video #1</b> MOZART “A Little Night Music” <i>Third movement</i> <a href="https://www.youtube.com/watch?v=EtpZTF_be2E">https://www.youtube.com/watch?v=EtpZTF_be2E</a>		
<b>Learning objectives</b>	Students will identify the sections in the beginning of the Minuet and Trio from Mozart’s <i>Eine kleine Nachtmusik</i> .		
<b>Australian Curriculum alignment</b>	<b>ACAMUR084</b> Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns. <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>		



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## LESSON 4.1

### Listen and discuss

**APPROX. 5–8 MINUTES**

#### Measures of understanding

- Students can identify repeated sections in the piece of music.
- Students can accurately identify the four sections in the music.

<b>Watch and listen</b>	Watch / listen to the 49 seconds of <b>Video #1</b> as a class.
<b>Activity</b>	<p>Watch <b>Video #1</b> again, up to three or four times to complete the activity.</p> <p>Ask students to write down letters to represent each new section of music. Where a section is repeated, students should write the same letter.</p> <p>If students need assistance, do the activity as a whole class, pausing the video after each section.</p> <p>If students need extension, ask them to write down the instruments and dynamics they hear in each section.</p> <p><b>Timings</b> <i>For your reference</i></p> <p><b>Section A</b> 1" – 16"</p> <p><b>Section A (repeated)</b> 17" – 28"</p> <p><b>Section B</b> 29" – 37"</p> <p><b>Section B (repeated)</b> 38" – 49"</p>
<b>Discussion</b>	Discuss what makes each section sound different – different melody, dynamics, instruments etc.