



Canberra Symphony
Orchestra

UNIT #4

Classical clarity and balance (1750s)

MUSIC ACTIVITY LESSON PLAN 4.2			
Focus element	Structure	Focus piece	Wolfgang Amadeus MOZART Eine kleine Nachtmusik, KV. 525 (String Serenade No. 13 in G major) “A Little Night Music” <i>Third movement – Minuet and Trio</i>
Learning type	Listening and responding	Lesson length	Approx. 5–8 minutes
Resource links	Video #1 MOZART “A Little Night Music” <i>Third movement</i> https://www.youtube.com/watch?v=EtpZTF_be2E Video #5 Conducting in simple metres (2/4, 3/4, 4/4) https://www.youtube.com/watch?v=79Pk-33R2HM		
Learning objectives	Students will identify and conduct the beat in the Minuet and Trio from Mozart’s <i>Eine kleine Nachtmusik</i> .		
Australian Curriculum alignment	ACAMUR087 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. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUR087		



LESSON 4.2

Find and conduct the beat

APPROX. 5–8 MINUTES

Measures of understanding

- Students can identify the beat by tapping, walking / moving or saying.
- Students can conduct the beat with one or both hands.

Activity	<p>Watch / listen to the 49 seconds of Video #1 again as a class.</p> <ul style="list-style-type: none"> • Ask students to tap the beat lightly on their legs. • Have students move around the room, keeping the beat with their feet.
Questions	<ul style="list-style-type: none"> • Are the beats organised in groups of two, three or four? If students are unsure, try counting the patterns along with the music. <i>(The beats are organised in groups of three.)</i> • Does this feel like a dance or a march? Why? <i>(It feels like a dance – lots of dances are in three. Marching is always in two or four).</i>
Activity	<p>Play Video #1 again and model conducting the beat in the air, saying the beats as you conduct them.</p> <ul style="list-style-type: none"> • Ask students to imitate you and count along. • Swap hands! This means conducting in the opposite direction so that your hand moves away from your body on Beat 2. • Conduct using both hands! • Conduct the beat along with the music as a class. <p><u>Conducting</u></p> <ul style="list-style-type: none"> • Beat 1 – start at roughly the height of your chin and move your hand down to your belly button (arrive at your belly button on beat 1). • Beat 2 – Move your hand from your belly button away from your body. • Beat 3 – Move your hand back up to your chin. <p><u>Tips</u> <i>The conducting video may be helpful for your own preparation.</i></p> <ul style="list-style-type: none"> • You could use pencils as batons. • Imagine you are drawing a triangle in the air.