



Canberra Symphony
Orchestra

UNIT #4

Classical clarity and balance (1750s)

MUSIC ACTIVITY LESSON PLAN 4.3			
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	Creating	Lesson length	Approx. 20 minutes
Resource links	Video #2 Flash mob https://www.youtube.com/watch?v=YioxPallVe4		
Learning objectives	Students will demonstrate awareness of 3/4 metre by creating a dance.		
Australian Curriculum alignment	ACAMUR086 Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume. <i>Scoutle resources</i> http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM086		



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LESSON 4.3

Listen

APPROX. 5 MINUTES

Measures of understanding

Students can demonstrate the beat in three and the emphasis on Beat 1 by clapping or moving.

Activity	Watch Video #2 of a German orchestra performing as a 'flash mob' in a shopping centre in Munich. Notice how some of the people in the audience start to dance to the music! Tap along to the beat.
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 four).</i>• Which beats are the strongest in each bar? <i>(Beats 1 and 3)</i>• What time signature was Mozart's Minuet and Trio in? <i>(3)</i>
Activity	As a class, clap the beat along with Video #2 , emphasising Beat 1.
Discussion	<ul style="list-style-type: none">• Can you think of a fun place near your school where the Canberra Symphony Orchestra could perform for people as a surprise / flash mob?



LESSON 4.3

Learn a short dance

APPROX. 5 MINUTES

Measures of understanding

Students learn the dance and can demonstrate the correct movement with emphasis on Beat 1.

Activity	Teach students the following 4-bar dance (place emphasis on Beat 1):			
	<ul style="list-style-type: none"> • Model the dance while counting the beats. • Demonstrate one bar at a time while counting. Have students repeat the movements back. • Demonstrate the first two bars together, then the second two bars together. Have students repeat the movements back. • Have students repeat the whole dance together, with / without the teacher. 			
	<u>Four-bar dance</u>			
	Bar 1	1	Stomp	<i>Ta</i>
	2	Pat legs	<i>Ta</i>	
	3	Clap x2	<i>ti-ti</i>	
	Bar 3	1	Stomp	<i>Ta</i>
		2	Pat legs	<i>Ta</i>
		3	Clap x2	<i>ti-ti</i>
	Bar 2	1	Jump	<i>Ta</i>
		2	Turn, run feet x2	<i>ti-ti</i>
		3	Turn	<i>ti-ti</i>
	Bar 4	1	Jump	<i>Ta</i>
		2	Clap	<i>Ta</i>
		3	Clap	<i>Ta</i>



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Create a short dance

APPROX. 10 MINUTES

Measures of understanding

Students can work in small groups to create their own dance, demonstrating a strong sense of three beats with an emphasis on Beat 1.

Activity	<p>In groups of four, ask students to create their own dances. Have students perform their dances for the class.</p> <p><u>Parameters</u></p> <ul style="list-style-type: none">• Eight – 16 bars in length.• Emphasis on Beat 1.• Incorporates some Ta and some ti-ti rhythms.• <u>Challenge:</u> Incorporate <i>tika-tika</i>
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