



Canberra Symphony  
Orchestra

## UNIT #4

### Classical clarity and balance (1750s)

MUSIC ACTIVITY LESSON PLAN 4.4			
<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>	Responding	<b>Lesson length</b>	Approx. 20 minutes
<b>Resource links</b>	<b>Video #3</b> Somewhere Over the Rainbow <a href="https://www.youtube.com/watch?v=PSZxmZmBfnU">https://www.youtube.com/watch?v=PSZxmZmBfnU</a> <b>Video #4</b> MOZART Twinkle Twinkle Little Star <a href="https://www.youtube.com/watch?v=Ezvj-De6bxY">https://www.youtube.com/watch?v=Ezvj-De6bxY</a> <b>Vocal warm up</b> <a href="https://www.youtube.com/watch?v=9f14MwJQN1c">https://www.youtube.com/watch?v=9f14MwJQN1c</a> <b>Virtual piano</b> <a href="https://www.onlinepianist.com/virtual-piano">https://www.onlinepianist.com/virtual-piano</a>		
<b>Learning objectives</b>	Students will build singing capacity and demonstrate an understanding of structure.		
<b>Australian Curriculum alignment</b>	<b>ACAMUR087</b> 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>Scoutle resources</i> <a href="http://www.scoutle.edu.au/ec/search?accContentId=ACAMUR087">http://www.scoutle.edu.au/ec/search?accContentId=ACAMUR087</a>		



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## LESSON 4.4

### Vocal warm up

**APPROX. 5 MINUTES**

#### **Measures of understanding**

Students participate in vocal warmups, demonstrating understanding of the importance of warming up the body and voice.

<b>Activities</b>	<p>Guide students in warming up their voices, using some of the below exercises. Explain that we must warm up our bodies for singing, just as we would for playing sport or dancing, or for an instrument.</p> <p><b><u>Movement</u></b></p> <ul style="list-style-type: none"><li>• Roll shoulders forward and backwards.</li><li>• Stretch tall, flop forward.</li><li>• Gentle neck rolls.</li><li>• Massage cheeks gently.</li></ul> <p><b><u>Breathing</u></b></p> <ul style="list-style-type: none"><li>• Breathe in for four, then out for four. Think about using your stomach to support the air as you breathe out.</li><li>• Take a big yawn.</li><li>• Breathe in as if you were smelling a flower, then “<b>ah</b>” out for as long as you can in one breath.</li></ul> <p><b><u>Voice</u></b></p> <ul style="list-style-type: none"><li>• Vibrate your lips together on a “<b>br</b>” sound. Move up and down like a siren, starting small and gradually getting higher and lower.</li><li>• Tongue twister – your choice! Example – <i>Red leather, yellow leather</i></li></ul> <p><b><u>Optional</u></b></p> <p>Try singing along to the vocal warm up video, using <b><i>solfege</i></b>:</p> <ul style="list-style-type: none"><li>• Do</li><li>• Do–Re–Do</li><li>• Do–Re–Mi–Re–Do. etc.</li></ul> <p>If students are not familiar with solfege, use the numbers 1–8.</p>
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## LESSON 4.4

### Singing

APPROX. 2–8 MINUTES

#### Measures of understanding

Students can accurately sing the rhythm and pitch (or follow the contour / shape of the melody if not experienced in singing).

<b>Activity</b>	<p>Learn a song with three sections (A, B, A = <b>ternary form</b>).</p> <ul style="list-style-type: none"><li>• Sing one line at a time and have the students repeat it after you – or use the video and pause it after each line.</li><li>• Join the lines together, one by one.</li><li>• Sing the whole song together, with / without support from the teacher.</li></ul> <p>Use one of the songs below or another song with three sections.</p> <p><b><u>Example songs</u></b></p> <ul style="list-style-type: none"><li>• Somewhere Over the Rainbow (<b>Video #3</b>) <i>Longer, slower and with a big octave jump at the beginning.</i></li><li>• Twinkle, Twinkle, Little Star (<b>Video #4</b>) <i>Short and easy.</i></li><li>• Start on C or D. If you don't have a piano, use the virtual piano.</li></ul>
<b>Discussion</b>	<ul style="list-style-type: none"><li>• What are the different sections of the song? How can you tell / how is each section different?</li><li>• How could we use letters to describe the overall structure of the song? (ABA)</li></ul> <p>Explain to students that this structure is called <b>Ternary form (A, B, A)</b>.</p>



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## LESSON 4.4

### Listen

**APPROX. 2–4 MINUTES**

#### **Measures of understanding**

Students understand and can articulate **ternary form** (A, B, A).

<b>Listen</b>	Listen (don't watch) to the video of Mozart's <i>Four Variations</i> ( <b>Video #4</b> )
<b>Questions</b>	<ul style="list-style-type: none"><li>• What tune can you hear being played? (<i>Twinkle, Twinkle</i>).</li></ul> Mozart wrote a piece based on this nursery rhyme. <ul style="list-style-type: none"><li>• What instrument can you hear?</li></ul>