



Canberra Symphony
Orchestra

UNIT #5

Romantic expression and emotion (1800s)

MUSIC ACTIVITY SUMMARY			
Focus element	Dynamics and expressive techniques	Focus piece	Robert SCHUMANN Kinderszenen op. 15 (No. 1 in G Major) “Scenes from Childhood”
Resource links	<p>Video #1 SCHUMANN “Scenes from Childhood” www.youtube.com/watch?v=lnA4womSarQ&list=RDlnA4womSarQ&start_radio=1</p> <p>Video #2 Australian anthem https://www.youtube.com/watch?v=Yl8eKxl-zeU</p> <p>Video #3 How a piano works https://www.youtube.com/watch?v=t4hX9KBAJsY</p> <p>Video #4 SCHUBERT The Erlking https://www.youtube.com/watch?v=JS91p-vmSf0</p>		

MUSICAL ACTIVITIES

Listening Lesson plan 5.1	<p>Close your eyes, rest your head on the desk and listen to Video #1.</p> <ul style="list-style-type: none"> • How does the music make you feel? <p>Compare this piece to the Mozart piece from Unit #4.</p> <ul style="list-style-type: none"> • Do you think the tempo (speed) stays the same as it does in the Mozart dance music or does the tempo change? How?
Creating Lesson plan 5.2	<p>In the Romantic period, composers often used dynamics (volume changes) and rubato (small tempo changes) to add to the expressive nature of the music. In small groups (or as a class), choose a song that you know well and develop a performance of this song where you change the dynamics and the tempo.</p> <ul style="list-style-type: none"> • Can you create a more expressive Australian national anthem?



MUSICAL ACTIVITIES (cont.)

Exploration Lesson plan 5.3	Some of the notes in this piece blend together because the pianist is controlling whether the strings inside the piano can continue to vibrate and ring out or be dampened. If you have a piano at school have a look inside the piano to see how the piano and the pedal mechanism works (see Video #2). The mechanisms of other instruments were also being developed in this period including brass and woodwind instruments. Research an instrument that you play or are interested in to see if the mechanism was improved in the Romantic period.
Responding Lesson plan 5.4	Composers in the Romantic period were very interested in emotions and feelings. Listen to the Schumann piano music again (Video #1). <ul style="list-style-type: none">• Can you gently rock to the beat in this piece?• Does this rocking accompaniment stay the same throughout the piece, creating unity?• What effect does this have on you, the listener? How do you feel?
Responding Lesson plan 5.5	Schubert, another Romantic composer, composed a song that depicts a father carrying his very sick son on horseback through the night to seek medical aid. <ul style="list-style-type: none">• How does Schubert convey the story to the listener using the piano and voice?• Does the singer's voice change as he depicts the different characters in the song, the narrator, father, son and the Erlking (king of the fairies – symbolising death)?



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CROSS-CURRICULAR EXPLORATIONS

Science	<p>There were many inventions in the Romantic period. Choose one or more and discuss the impact you think they would have had on people in that time and now e.g. telephone, electricity, ironclad ships, bicycle.</p> <ul style="list-style-type: none">• Can you imagine life without a telephone?• What forms of communication did people use before the telephone?
Geography	<p>During the Romantic period, many people moved from being farmers in the countryside to becoming factory workers in big cities.</p> <ul style="list-style-type: none">• Do you think this would have been an easy change for people? How do you think they felt?• Have people in your class moved cities/towns/countries? Can you find these places on a map?
Sociology	<p>The composer Robert Schumann was married to Clara Schumann, who was also a famous composer.</p> <ul style="list-style-type: none">• Do you think it would have been easy for female composers to become famous and have a career in the Romantic period?• Can you think of examples in our community where it might be difficult for some people to become famous compared to others? Why?
Maths	<p>Schumann's piece <i>Scenes from Childhood</i> is given an opus (a Latin word meaning work) number to categorize the piece.</p> <ul style="list-style-type: none">• What other items do we categorize? Why do we do this?



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Focus element	Dynamics and expressive techniques	Focus piece	Robert SCHUMANN Kinderszenen op. 15 (No. 1 in G Major) “Scenes from Childhood”
Learning type	Listening	Lesson length	Approx. 5-8 minutes
Resource links	Video #1 SCHUMANN “Scenes from Childhood” www.youtube.com/watch?v=InA4womSarQ&list=RDInA4womSarQ&start_radio=1		
Learning objectives	Students will listen to and compare Schumann’s <i>Scenes from Childhood</i> with known pieces.		
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 5.1

Listen and discuss

APPROX. 5–8 MINUTES

Measures of understanding

- Students can describe the mood of the music through an image or story.
- Students participate in discussion about the time signature (beats per bar) of the piece.
- Students participate in discussion about the tempo and use of 'rubato'.

Watch and listen	<p>Listen to Schumann's <i>Scenes from Childhood</i> (Video #1).</p> <p>This is a good activity to run as a 'reset' for calm and focus or following another class or break time. You may like to ask students to find a quiet spot in the room and / or put a calming visual on the screen rather than the video.</p>
Questions	<ul style="list-style-type: none"> • How does the music make you feel? • Do you have any images or stories that you think of when you listen to this piece? • Do you remember the Mozart <i>Minuet and Trio</i>, which had a steady sense of beat? <i>From the previous lesson – play it again if students don't recall it.</i> • Can you recall how the beats were grouped in the Mozart piece? <i>(In 3)</i>
Watch and listen	<p>Have students listen to the Schumann (Video #1) again and count.</p> <ul style="list-style-type: none"> • What do you think the beat is in the Schumann piece? <i>(It is in 2/4 time, with one strong and one weaker beat.)</i>
Watch and listen / discussion	<p>Watch the video, following the melody line, which illustrates the 2/4 time. Discuss how the triplets make it feel like it could be in 3/4 or 6/8 time (students may count 1-2-3, 1-2-3).</p>
Questions	<p>In the Mozart piece, the tempo (speed) was consistent and steady.</p> <ul style="list-style-type: none"> • Does the tempo stay the same in this piece or does it change? <i>(There are slight changes in tempo, especially in the second section.)</i> <p>Explain to students that this is tempo rubato (translates as "robbing time"). A distinct feature of the Romantic period, this is where the performer makes slight shifts in the tempo.</p>



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MUSIC ACTIVITY LESSON PLAN 5.2			
Focus element	Dynamics and expressive techniques	Focus piece	Robert SCHUMANN Kinderszenen op. 15 (No. 1 in G Major) “Scenes from Childhood”
Learning type	Listening	Lesson length	Approx. 15–20 minutes
Resource links	Video #1 SCHUMANN “Scenes from Childhood” www.youtube.com/watch?v=InA4womSarQ&list=RDInA4womSarQ&start_radio=1 Video #2 Australian anthem https://www.youtube.com/watch?v=Yl8eKxl-zeU		
Learning objectives	Students will use tempo and dynamics to change the mood and style of a known piece.		
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 5.2

Listen and recap

APPROX. 3 MINUTES

Measures of understanding

Students can identify how dynamics and tempo are used in *Scenes from Childhood* in a class discussion.

Watch and listen	Listen to Schumann's <i>Scenes from Childhood</i> again (Video #1). Ask students to think about the use of dynamics (loud / soft) and rubato (small changes in tempo / speed).
Discussion	Discuss as a class: <ul style="list-style-type: none">• Is there any correlation between changes in dynamics and changes in tempo?



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LESSON 5.2

Changing the national anthem

APPROX. 12–17 MINUTES

Measures of understanding

Students can change tempo and dynamics in a known song and can explain **what** they have done, **why** they have done it and the **impact** on mood and meaning.

Activity	<p>Sing Advance Australia Fair. You may like to use the backing track (Video #2). <i>You can use any song that students know well.</i></p> <p>Use some of the vocal warm-ups from Lesson #4.4 before singing the anthem, especially if you're doing this activity in the morning.</p>
Activity / discussion	<p>As a class, brainstorm how you could change the dynamics in the piece.</p> <p><i>If students have demonstrated the ability to work independently, you could do this in groups of three or four.</i></p> <p><u>Discussion prompts</u></p> <ul style="list-style-type: none"> • Are there any connections between dynamics and lyrics? <i>For example</i> – are the more important lyrics louder? • Are there any connections between dynamics and different sections of the piece? <i>For example</i> – Are the dynamics of the middle section (“Our land abounds...”) different to the opening? <p><u>Dynamics</u></p> <ul style="list-style-type: none"> • crescendo = gradually becoming louder • diminuendo = gradually becoming softer • pianissimo (pp) = very soft • piano (p) = soft • mezzo piano (mp) = moderately soft • mezzo forte (mf) = moderately loud • forte (f) = loud • fortissimo (ff) = very loud <p>Explore a few different suggestions from students and test them without the backing track. Discuss which ideas were most effective and why.</p>



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LESSON 5.2

Changing the national anthem (cont.)

Activity / discussion	As a class, brainstorm how you could change the tempo and use rubato in the piece. Use the same discussion prompts as with dynamics to encourage students to think about <i>why</i> they are making certain choices.
Activity / discussion	Perform the changed version as a class and discuss: <ul style="list-style-type: none">• How is it different from the original? Has the mood changed?• Is it more or less effective? Why? Discuss the 'message' of the national anthem i.e. it's about national pride and uniting a country. The anthem has a fanfare and it's bright and bold, which helps to convey the message. Encourage students to think about the impact changing dynamics and tempo has on the mood and meaning .



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MUSIC ACTIVITY LESSON PLAN 5.3			
Focus element	Dynamics and expressive techniques	Focus piece	Robert SCHUMANN Kinderszenen op. 15 (No. 1 in G Major) “Scenes from Childhood”
Learning type	Exploration	Lesson length	Approx. 20–40 minutes
Resource links	Video #1 SCHUMANN “Scenes from Childhood” www.youtube.com/watch?v=lnA4womSarQ&list=RDlnA4womSarQ&start_radio=1 Video #3 How a piano works https://www.youtube.com/watch?v=t4hX9KBAJsY		
Learning objectives	Students will investigate the use of and change in instruments in the Romantic period.		
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		



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LESSON 5.3

How does a piano work?

APPROX. 5 MINUTES

Activity / discussion	<p><u>If you have a piano at school</u></p> <p>Lift the lid of the piano up and play notes with the ‘damper’ pedal (far right, sustain pedal) down while students watch.</p> <ul style="list-style-type: none">• Can they see why the notes are continuing to ring? <i>(The felts are lifted and not replaced as the key is released, therefore the string continues to ring.)</i> <p><u>If you don’t have a piano at school</u></p> <p>Watch Video #3 explaining how a piano works.</p> <p>Explain to students that the ‘damper’ pedal stops the hammers from returning to the strings, so the sound continues to ring out.</p>
Watch and listen	<p>Listen to <i>Scenes from Childhood</i> again (Video #1).</p> <ul style="list-style-type: none">• Can you hear the use of the damper pedal? <i>(It sounds smooth and joined together.)</i>



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LESSON 5.3

Research task

APPROX. 15–40 MINUTES

Measures of understanding

Students can use research skills to look at the development of an instrument over time and present this information clearly in the chosen format.

Activity	<p>Explain to students that the Romantic period was a time of great change and mechanical development, including for instruments.</p> <p>Have students work individually or in pairs to research an instrument they play and / or have an interest in.</p> <p>Have students present / display / share their findings.</p> <p>You may like to use a format that you are focusing on in class e.g. information text, speech, explanation.</p> <p>Use the below research questions to guide the project.</p> <p><u>Research questions</u></p> <ul style="list-style-type: none">• When was the Romantic period?• What was the main idea / philosophy of the Romantic period? (Emotions, expressing how you felt etc.)• What is your chosen instrument? What family of instruments does it fall into? (strings, woodwind, brass, percussion, etc.)• How long has your instrument been around for? If it didn't exist in the Romantic period, what instrument did it originate from? <i>For example</i> – the saxophone is very similar to the clarinet and the flute.• Explain the development of your instrument over time. <i>For example</i> – the electric guitar can be traced back to the earlier lute. Guitar strings used to be made of gut, now they are made of nylon or steel etc.)• Were there any changes to your instrument over the Romantic period?• Play or find a video/recording of your instrument
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MUSIC ACTIVITY LESSON PLAN 5.4			
Focus element	Dynamics and expressive techniques	Focus piece	Robert SCHUMANN Kinderszenen op. 15 (No. 1 in G Major) “Scenes from Childhood”
Learning type	Responding	Lesson length	Approx. 5–8 minutes
Resource links	Video #1 SCHUMANN “Scenes from Childhood” www.youtube.com/watch?v=lnA4womSarQ&list=RDlnA4womSarQ&start_radio=1		
Learning objectives	Students will make connections between music and emotions.		
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>Scottle resources</i> http://www.scottle.edu.au/ec/search?accContentId=ACAMUR087		



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LESSON 5.4

Recap

APPROX. 2 MINUTES

Discussion

Discuss and share:

- In the research task, we looked at the main ideas / philosophy of the Romantic period. What were some of the things we found out?



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LESSON 5.4

Listen and respond

APPROX. 3–5 MINUTES

Measures of understanding

- Students demonstrate the rocking feel with their bodies.
- Students contribute to class discussion on how the rocking makes them feel and what they think the music is about.

Activity	Listen to <i>Scenes from Childhood</i> again (Video #1). Ask students to rock gently to the music. While they are rocking, ask students to think about what they think the piece of music is about and why.
Discussion	<ul style="list-style-type: none">• What do you think this piece of music is about, and why?• Does the rocking stay the same throughout the piece?• How do you feel?• What does it remind you of? <p><i>For example – a lullaby</i></p>



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MUSIC ACTIVITY LESSON PLAN 5.5			
Focus element	Dynamics and expressive techniques	Focus piece	Robert SCHUMANN Kinderszenen op. 15 (No. 1 in G Major) “Scenes from Childhood”
Learning type	Responding	Lesson length	Approx. 10 minutes
Resource links	Video #4 SCHUBERT The Erlking https://www.youtube.com/watch?v=JS91p-vmSf0		
Learning objectives	Students will investigate the connection between poetry and music.		
Australian Curriculum alignment	ACAMUR084 Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns. <i>Scoutle resources</i> http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM084		



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LESSON 5.5

Listen and discuss

APPROX. 5–10 MINUTES

Measures of understanding

Students contribute to class discussion on how characters have been portrayed in the song.

Watch and listen	Listen to Schubert's <i>Erlking</i> (Video #4). Schubert composed during the Romantic period. This piece depicts a father carrying his very sick son on horseback through the night to seek medical aid.
Discussion	Discuss how Schubert conveys the story. <ul style="list-style-type: none">• Can you hear an instrument that sounds like it is depicting a horse? What is the horse doing? <i>(Piano – galloping – triplet pattern, repetitive and fast)</i> There are four characters in the song: narrator, father, son and the Erlking. <i>The Erlking is king of the fairies and symbolises death.</i> <ul style="list-style-type: none">• How does the singer's voice change for each character? <i>(Narrator – normal; father – frantic and deep; son – higher and frail; Erlking / death – calm, welcoming, eerie)</i>