



Canberra Symphony  
Orchestra

## UNIT #5

### Romantic expression and emotion (1800s)

MUSIC ACTIVITY LESSON PLAN 5.1			
<b>Focus element</b>	Dynamics and expressive techniques	<b>Focus piece</b>	<b>Robert SCHUMANN</b> <b>Kinderszenen op. 15 (No. 1 in G Major)</b> <b>“Scenes from Childhood”</b>
<b>Learning type</b>	Listening	<b>Lesson length</b>	Approx. 5-8 minutes
<b>Resource links</b>	<b>Video #1</b> SCHUMANN “Scenes from Childhood” <a href="http://www.youtube.com/watch?v=InA4womSarQ&amp;list=RDInA4womSarQ&amp;start_radio=1">www.youtube.com/watch?v=InA4womSarQ&amp;list=RDInA4womSarQ&amp;start_radio=1</a>		
<b>Learning objectives</b>	Students will listen to and compare Schumann’s <i>Scenes from Childhood</i> with known pieces.		
<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>Scootle resources</i> <a href="http://www.scootle.edu.au/ec/search?accContentId=ACAMUR087">http://www.scootle.edu.au/ec/search?accContentId=ACAMUR087</a>		



## 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'.

<b>Watch and listen</b>	<p>Listen to Schumann's <i>Scenes from Childhood</i> (<b>Video #1</b>).</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>
<b>Questions</b>	<ul style="list-style-type: none"> <li>• How does the music make you feel?</li> <li>• Do you have any images or stories that you think of when you listen to this piece?</li> <li>• 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></li> <li>• Can you recall how the beats were grouped in the Mozart piece? <i>(In 3)</i></li> </ul>
<b>Watch and listen</b>	<p>Have students listen to the Schumann (<b>Video #1</b>) again and count.</p> <ul style="list-style-type: none"> <li>• 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></li> </ul>
<b>Watch and listen / discussion</b>	<p>Watch the video, following the melody line, which illustrates the 2/4 time. Discuss how the triplets make it <b>feel</b> like it could be in 3/4 or 6/8 time (students may count <b>1-2-3, 1-2-3</b>).</p>
<b>Questions</b>	<p>In the Mozart piece, the tempo (speed) was consistent and steady.</p> <ul style="list-style-type: none"> <li>• 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></li> </ul> <p>Explain to students that this is <b>tempo rubato</b> (translates as "robbing time"). A distinct feature of the Romantic period, this is where the performer makes slight shifts in the tempo.</p>