



Canberra Symphony  
Orchestra

## UNIT #5

### Romantic expression and emotion (1800s)

MUSIC ACTIVITY LESSON PLAN 5.2			
<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. 15–20 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>Video #2</b> Australian anthem <a href="https://www.youtube.com/watch?v=Yl8eKxl-zeU">https://www.youtube.com/watch?v=Yl8eKxl-zeU</a>		
<b>Learning objectives</b>	Students will use tempo and dynamics to change the mood and style of a known piece.		
<b>Australian Curriculum alignment</b>	<b>ACAMUR086</b> Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume. <i>Scoutle resources</i> <a href="http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM086">http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM086</a>		



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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.

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



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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.

<b>Activity</b>	<p>Sing Advance Australia Fair. You may like to use the backing track (<b>Video #2</b>). <i>You can use any song that students know well.</i></p> <p><b>Use some of the vocal warm-ups</b> from Lesson #4.4 before singing the anthem, especially if you're doing this activity in the morning.</p>
<b>Activity / discussion</b>	<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><b><u>Discussion prompts</u></b></p> <ul style="list-style-type: none"> <li>• Are there any connections between dynamics and lyrics? <i>For example</i> – are the more important lyrics louder?</li> <li>• 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?</li> </ul> <p><b><u>Dynamics</u></b></p> <ul style="list-style-type: none"> <li>• <b>crescendo</b> = gradually becoming louder</li> <li>• <b>diminuendo</b> = gradually becoming softer</li> <li>• <b>pianissimo (pp)</b> = very soft</li> <li>• <b>piano (p)</b> = soft</li> <li>• <b>mezzo piano (mp)</b> = moderately soft</li> <li>• <b>mezzo forte (mf)</b> = moderately loud</li> <li>• <b>forte (f)</b> = loud</li> <li>• <b>fortissimo (ff)</b> = very loud</li> </ul> <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.)

<b>Activity / discussion</b>	As a class, brainstorm how you could change the tempo and use <b><i>rubato</i></b> 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.
<b>Activity / discussion</b>	Perform the changed version as a class and discuss: <ul style="list-style-type: none"><li>• How is it different from the original? Has the mood changed?</li><li>• Is it more or less effective? Why?</li></ul> 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 <b><i>mood and meaning</i></b> .