



Canberra Symphony  
Orchestra

## UNIT #5

### Romantic expression and emotion (1800s)

MUSIC ACTIVITY LESSON PLAN 5.4			
<b>Focus element</b>	Dynamics and expressive techniques	<b>Focus piece</b>	<b>Robert SCHUMANN</b> <b>Kinderszenen op. 15</b> <b>(No. 1 in G Major)</b> <b>“Scenes from Childhood”</b>
<b>Learning type</b>	Responding	<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=lnA4womSarQ&amp;list=RDlnA4womSarQ&amp;start_radio=1">www.youtube.com/watch?v=lnA4womSarQ&amp;list=RDlnA4womSarQ&amp;start_radio=1</a>		
<b>Learning objectives</b>	Students will make connections between music and emotions.		
<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>Scottle resources</i> <a href="http://www.scottle.edu.au/ec/search?accContentId=ACAMUR087">http://www.scottle.edu.au/ec/search?accContentId=ACAMUR087</a>		



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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.

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



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<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> “Scenes from Childhood”
<b>Learning type</b>	Responding	<b>Lesson length</b>	Approx. 10 minutes
<b>Resource links</b>	<b>Video #4</b> SCHUBERT The Erlking <a href="https://www.youtube.com/watch?v=JS91p-vmSf0">https://www.youtube.com/watch?v=JS91p-vmSf0</a>		
<b>Learning objectives</b>	Students will investigate the connection between poetry and music.		
<b>Australian Curriculum alignment</b>	<b>ACAMUR084</b> Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns. <i>Scoutle resources</i> <a href="http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM084">http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM084</a>		



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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.

<b>Watch and listen</b>	Listen to Schubert's <i>Erlking</i> ( <b>Video #4</b> ). 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.
<b>Discussion</b>	Discuss how Schubert conveys the story. <ul style="list-style-type: none"><li>• 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></li></ul> 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"><li>• 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></li></ul>