



Canberra Symphony
Orchestra

UNIT #1

Feeling the rhythm

MUSIC ACTIVITY LESSON PLAN 1.1			
Focus element	Rhythm	Focus piece	Niccolò PAGANINI Main theme from <i>Caprice No. 24</i>
Learning type	Listening	Lesson length	Approx. 10 minutes
Resource links	Video #1 PAGANINI <i>Caprice No. 24</i> https://www.youtube.com/watch?v=WsJyuJppA7s Video #2 https://www.youtube.com/watch?v=qVrkc6zRzEE		
Learning objectives	Students will explore the use of <i>beat</i> and <i>phrasing</i> in the main theme from Paganini's <i>Caprice No. 24</i>		
Australian Curriculum alignment	ACAMUR088 Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUM088		



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LESSON 1.1

Familiarise and listen

APPROX. 5 MINUTES

Measures of understanding

Engagement with and curiosity about music – asking questions about instruments, what they can see / hear. *Note any prior knowledge of instruments, orchestral music, conductor, etc.*

Watch and listen	Watch the first 17 seconds of Video #1 with your class. This is a solo performance of the main theme from <i>Caprice No. 24</i> .
Questions	Ask students the following questions to familiarise them with the music and to gain an understanding of their prior knowledge. <ul style="list-style-type: none">• What instrument is playing? <i>(Violin)</i>• Are there any other instruments performing? <i>(No, however there are other musicians in the background)</i>
Watch and listen	Watch the first 53 seconds of Video #2 with your class. This is an accompanied performance of the main theme from <i>Caprice No. 24</i> .
Questions	Ask students the following questions to familiarise them with the music and to gain and understanding of their prior knowledge. <ul style="list-style-type: none">• What is the main instrument that you can see and hear? What is its role? <i>(Violin. Soloist. Students may note that the performer has a small microphone clipped onto his violin).</i>• What other instruments can you hear and see? What do we call this group? <i>(Students may see all instruments of the orchestra. The instruments playing with the soloist – accompanying the soloist – are the string instruments: violin, viola, cello and double bass. We call this group an orchestra.)</i>• Are there any other significant persons that are part of this performance? What are they called and what is their role? <i>(The conductor – leads the orchestra in rehearsals and performances. The audience – an important part of the performance i.e. without an audience there is no true performance!)</i>



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Find the beat

APPROX. 3 MINUTES

Measures of understanding

Demonstrating ability to keep the beat in time with the music in one or more of these ways:

- Body percussion with shoulder and head taps
- Conducting down and up
- Marching in time with the beat

Activity	Watch Video #2 again. Ask students to keep the beat with the music by tapping their shoulders and head in a marching rhythm i.e. <i>shoulders, head, shoulders, head</i> . <i>Model this before starting the music and continue modelling with the class to help keep the students in time.</i>
Question	Ask the students if they have noticed what the conductor is doing at the start of the piece. <i>(Moving his baton down-up-down-up – mirrored with the shoulder-head movement)</i>
Activity	Watch Video #2 again. Ask the students to conduct the beat. <i>You may like to pretend to hold a baton, use a pencil etc.</i>
Question	Ask the students if they know what each movement of the baton represents. <i>(One beat)</i> This is an important concept. Ensure that students grasp this – perhaps ask them to repeat it as a class, put it in their own words, etc.
Activity	Watch Video #2 again. Ask students to march around the room in a circle keeping the beat with their feet. Model this first – focus on keeping a clear beat with your feet.



LESSON 1.1

Find the phrases

APPROX. 5-7 MINUTES

Measures of understanding

Students demonstrate an understanding of the phrases of the music in one or more of the following ways:

- changing direction when marching in a circle when the phrase changes
- changing conducting arms when the phrase changes
- articulating how many beats there are in each phrase.

Activity	<p>Watch Video #2 again and repeat the marching activity. Ask students to change direction every time they hear a new 'phrase' (musical sentence).</p> <p>If students have demonstrated good prior knowledge, they may be able to do this without scaffolding. If not, pause the music at the end of each phrase to help students hear the phrase and give them time to change direction.</p> <p>Repeat this activity up to four times if necessary, until the students are confident without prompting.</p> <p><u>Phrases</u></p> <ul style="list-style-type: none">• The first two phrases are four bars (eight beats) in total. Count 1, 2, 3, 4, 5, 6, 7, 8 to assist in finding the end of each phrase if necessary.• The third phrase is eight bars in total (16 beats).
Questions	<p>Ask students the following questions (between practices of the marching activity, or together at the end):</p> <ul style="list-style-type: none">• How many beats are there in each phrase? <i>(Eight beats)</i>• Are some beats stronger / more emphasised than others? <i>(Beats 1, 3, 5 and 7 are stronger. Beats 2, 4, 6, 8 are weaker.)</i> <p>You could ask students to demonstrate by stepping / stomping harder on the strong beats or by conducting a stronger down beat, and a lighter up beat.</p> <ul style="list-style-type: none">• How many beats are there in each bar? <i>(Two)</i>



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LESSON 1.1

Find the phrases (cont.)

Questions (cont.)	<p>Students may want to say four beats – it is tricky to hear the difference. We can tell there are two beats because every odd beat (1, 3, 5, 7) is emphasised equally. If there were four beats in each bar, Beats 1 and 5 would be more accented than Beats 3 and 7.</p> <ul style="list-style-type: none">• If there are two beats in every bar, and eight beats in each phrase, how many phrases are there in the main theme? <i>(Four phrases)</i>• What tempo (speed) is this piece of music? Fast, slow, or medium? <i>(Medium tempo)</i>
Challenge activity	<p>Challenge #1 – March on the spot and conduct at the same time!</p> <p>Challenge #2 – March on the spot, conduct at the same time and change your conducting arm every bar.</p>