



Canberra Symphony
Orchestra

UNIT #1

Feeling the rhythm

MUSIC ACTIVITY LESSON PLAN 1.3			
Focus element	Rhythm	Focus piece	Niccolò PAGANINI Main theme from <i>Caprice No. 24</i>
Learning type	Creating	Lesson length	Approx. 15 minutes
Resource links	Video #2 https://www.youtube.com/watch?v=qVrkc6zRzEE Virtual piano https://www.onlinepianist.com/virtual-piano Chords Guitar https://www.imusic-school.com/en/tools/guitar-chords/beginner Ukelele https://www.knowyourinstrument.com/basic-ukulele-chords-beginners		
Learning objectives	Students will perform a rhythmic and melodic ostinato to accompany the main theme from Paganini's <i>Caprice No. 24</i> .		
Australian Curriculum alignment	ACAMUM090 Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUM090		



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LESSON 1.3

Recap

APPROX. 3 MINUTES

Activity	Ask one pair of students from the previous lesson to perform their 8–16 beat ostinato for the class. Have the students lead with two-bar ‘calls’ and ask the rest of the class to echo the rhythm pattern back.
Challenge activities	Challenge #1 <ul style="list-style-type: none">• Can the whole class perform the rhythm together without call and response? Challenge #2 <ul style="list-style-type: none">• Can another pair of students teach the class their rhythm?• Can the class perform both rhythms at the same time in two groups?



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Rhythmic ostinato

APPROX. 5 MINUTES

Measures of understanding

Students can perform the rhythmic ostinato in time in one or more of the following ways:

- repeating '**I play the vi-o-lin**' in time
- performing the body percussion in time
- saying the time names in time
- performing with the music in time.

Questions	<ul style="list-style-type: none">• Do students remember what an ostinato is? <i>(A repeated rhythmic or melodic pattern.)</i>• Do students remember what the rhythmic ostinato from the main theme was? <p><u>Hint</u> We learnt the rhythm and body percussion in the previous lesson.</p> <p><u>Time Names:</u></p> <p><i>I tim-ka tika-tika I tim-ka tika-tika I tim-ka tika-tika I ta ta</i></p>
Activity	Teach students a new, rhythmic ostinato. Model the rhythm by saying the rhythm pattern as the 'call' and asking students to echo as the 'response'. <u>Say:</u> I play the vi-o-lin (rhythm = <i>Ta ti-ti ti-ti Ta</i>) Repeat the activity, clapping as the 'call' and asking students to clap back the rhythm as the 'response'.



LESSON 1.3

Rhythmic ostinato (cont.)

<p>Challenge activity</p>	<p>Write the rhythm out together on the board using four beat circles. If students need assistance, give them the two rhythm values: <i>Ta</i> and <i>ti-ti</i></p> <table border="1" data-bbox="493 613 938 1016"> <tr> <td data-bbox="496 618 707 705">Ta</td> <td data-bbox="710 618 935 705"> </td> </tr> <tr> <td data-bbox="496 710 707 813"><i>ti-ti</i></td> <td data-bbox="710 710 935 813">┌ └</td> </tr> <tr> <td data-bbox="496 817 707 920"><i>ti-ti</i></td> <td data-bbox="710 817 935 920">┌ └</td> </tr> <tr> <td data-bbox="496 925 707 1016">Ta</td> <td data-bbox="710 925 935 1016"> </td> </tr> </table> <p>Say the rhythm together as a class again, this time using the time value names. Keep a steady beat, with a drum or by stomping the beat.</p>	Ta		<i>ti-ti</i>	┌ └	<i>ti-ti</i>	┌ └	Ta	
Ta									
<i>ti-ti</i>	┌ └								
<i>ti-ti</i>	┌ └								
Ta									
<p>Activity</p>	<p>As a class, create a body percussion pattern to go with the rhythmic ostinato. Perform it together.</p> <p>Example</p> <table border="1" data-bbox="493 1258 938 1471"> <tr> <td data-bbox="496 1263 707 1312">Ta</td> <td data-bbox="710 1263 935 1312"><i>Click</i></td> </tr> <tr> <td data-bbox="496 1317 707 1366"><i>ti-ti</i></td> <td data-bbox="710 1317 935 1366"><i>Clap clap</i></td> </tr> <tr> <td data-bbox="496 1370 707 1420"><i>ti-ti</i></td> <td data-bbox="710 1370 935 1420"><i>Clap clap</i></td> </tr> <tr> <td data-bbox="496 1424 707 1471">Ta</td> <td data-bbox="710 1424 935 1471"><i>Click</i></td> </tr> </table> <p>Perform the rhythmic ostinato along with the main theme in Video #2.</p>	Ta	<i>Click</i>	<i>ti-ti</i>	<i>Clap clap</i>	<i>ti-ti</i>	<i>Clap clap</i>	Ta	<i>Click</i>
Ta	<i>Click</i>								
<i>ti-ti</i>	<i>Clap clap</i>								
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Ta	<i>Click</i>								



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Melodic ostinato

APPROX. 5 MINUTES

Measures of understanding

Students can perform the melody ostinato in time in one or more of the following ways:


- performing the **solfege** in time
- playing the notes in time on an instrument
- playing the chords in time on an instrument
- performing with the music in time.

Question	<ul style="list-style-type: none"> • Do students think the music is in a major (happy sounding) or minor (sad sounding) key? <i>(Minor)</i> <p>As the key is minor, our 'tonic' note (or, most important note) is la, not do as it would be in a major key.</p>									
Activity	<p>Teach students the melodic ostinato using solfege. This activity only uses the two most important notes – la (A) and mi (E).</p> <p><u>Melodic ostinato</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Rhythm name</td> <td><i>Ta</i></td> <td><i>ti-ti</i></td> </tr> <tr> <td>Pitch name</td> <td>A</td> <td>E-E</td> </tr> <tr> <td>Solfege</td> <td>la</td> <td>mi-mi</td> </tr> </table> <ol style="list-style-type: none"> 1. Model the pattern first. 2. Teach students using call and response. 3. Sing it together. 4. Sing it together and add in your body percussion part. <p>Perform the rhythmic ostinato with the main theme as played in Video #2.</p>	Rhythm name	<i>Ta</i>	<i>ti-ti</i>	Pitch name	A	E-E	Solfege	la	mi-mi
Rhythm name	<i>Ta</i>	<i>ti-ti</i>								
Pitch name	A	E-E								
Solfege	la	mi-mi								



LESSON 1.3

Melodic ostinato (cont.)

<p>TEACHING TIP</p>	<p>Learn the melody yourself first and have something ready to give you the starting pitch. If you have a piano, the starting note is A, followed by the E above.</p>  <p>If you don't have any instruments, you can use a virtual piano online to give you the pitch: https://www.onlinepianist.com/virtual-piano</p>						
<p>Challenge activity</p>	<p>Play the ostinato individually on an instrument:</p> <ul style="list-style-type: none"> • use untuned percussion for the rhythmic ostinato • use tuned percussion for the melodic ostinato. <p>Students may use their own instruments.</p> <p><u>Notes for transposing instruments</u></p> <table border="1" data-bbox="496 1375 1115 1480"> <tr> <td>Clarinet, trumpet</td> <td>B B – B F# – F# B</td> </tr> <tr> <td>Alto saxophone</td> <td>F# F# – F# C# – C# F#</td> </tr> </table> <p>Most other instruments will start on A.</p> <p><u>Chords for guitar / ukulele</u></p> <p>Students can play the chords using the rhythm as the strumming pattern.</p> <table border="1" data-bbox="496 1653 1150 1704"> <tr> <td>Chords</td> <td>Am Am – Am Em – Em Am</td> </tr> </table>	Clarinet, trumpet	B B – B F# – F# B	Alto saxophone	F# F# – F# C# – C# F#	Chords	Am Am – Am Em – Em Am
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Alto saxophone	F# F# – F# C# – C# F#						
Chords	Am Am – Am Em – Em Am						
<p>Challenge activity</p>	<p>Play the ostinato as a class:</p> <ul style="list-style-type: none"> • without the video • accompanying the video (Video #2) 						
<p>Challenge activity</p>	<p>Ask students if they can make up another rhythmic or melodic ostinato to accompany the music using known time names. (<i>Ta, ti-ti, tika-tika, tim-ka</i>)</p>						