



UNIT #2

Medieval madness: monks and monasteries

One of the musical ideas that Paganini incorporated into his *Caprice* was based on a chant. This chant had been performed for hundreds of years, starting off in the monasteries of Europe where it was sung by monks and other people in churches in the 13th century – over 800 years ago!

Dies Irae (Day of Wrath – Judgement day) is sung as part of a Requiem Mass (a mass for the dead which is often part of a funeral in the Catholic Church) and has been used by many composers in their music including Berlioz in *Symphony Fantastique*.

| MUSIC ACTIVITY SUMMARY | | | |
|------------------------|--|-------------|-------------------------------|
| Focus elements | Pitch and texture | Focus piece | “Dies Irae” (Gregorian chant) |
| Resource link | <p>Video #1 "Dies Irae" https://www.youtube.com/watch?v=Dlr90NLDp-0 (0' – 1')</p> <p>Video #2 'Vegetable rap' https://www.youtube.com/watch?v=KBMxpDbb51A</p> <p>Video #3 Notre Dame https://www.youtube.com/watch?v=LqvgNrkvYo</p> <p>Video #4 PAGANINI <i>Caprice No. 24</i> (main theme) https://www.youtube.com/watch?v=WsJyuJppA7s</p> <p>Video #5–7 Other musical examples https://www.youtube.com/watch?v=1prweT95Mo0 https://www.youtube.com/watch?v=2DLnhdnSUVs https://www.youtube.com/watch?v=8Mg8JiFDzk4</p> <p>Video #8 Relaxation music https://www.youtube.com/watch?v=W-hrBhA4XkM</p> | | |

MUSICAL ACTIVITIES

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| <p>Listening</p> <p>Lesson plan 2.1</p> | <p>Listen to this chant (Video #1). When we listened to Paganini's violin music you could hear a strong feeling of two beats that we showed through our movement and conducting.</p> <ul style="list-style-type: none"> • Can you hear a beat in this music? • Could you easily dance to this music? • What effect does the absence of a sense of beat have on the listener? |
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MUSICAL ACTIVITIES (cont.)

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| <p>Creating Lesson plan 2.2</p> | <p>This music is known as a chant. A chant is sung by a large group of people who are really committed and enthusiastic.</p> <ul style="list-style-type: none">• Where you might hear a chant today? <i>(e.g. sports game, school carnival)</i>• Can you hear many different high and low sounds in a chant or is the pitch very repetitive? <p>In groups of three, develop a chant that you can teach the class. Your chant may have a particular message like the 'vegetable rap' (Video #2). Your chant could be about a new maths rule or a times table that the class is learning – see if chanting helps you learn a new idea.</p> |
| <p>Listening Lesson plan 2.3</p> | <p>Listen again to this chant.</p> <ul style="list-style-type: none">• How many different parts can you hear at the same time? <p>This music has only one sound at a time – mono (one) phonic (sound). Listen to the musical examples in Videos #5–7 and identify which ones are monophonic.</p> <p>These pieces of music are being used to accompany images.</p> <ul style="list-style-type: none">• Do you think the music supports the images or the images support the music?• Are there any issues that you are passionate about? Could you use music to help convey your feelings about a particular issue and influence people to change? <i>(e.g. bullying in school, racism, environmental issues)</i> |



CROSS-CURRICULAR EXPLORATIONS

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| Language | <p>When we listened to the chant music, we could only hear one part. This music is called monophonic – one sound.</p> <ul style="list-style-type: none">• Can you think of another word that has the syllable ‘mono’ in it and refers to there being one? (e.g. <i>monorail</i>) <p>Tip: Show pictures of a monorail e.g. Disney World Florida, Sydney</p> <ul style="list-style-type: none">• Is the use of the prefix in the English language the same in other languages e.g. Chinese, Arabic, Indonesian, etc.? |
| Language | <p>When we say or sing a chant, we split the words up into syllables.</p> <ul style="list-style-type: none">• Can you split your name into syllables?• Why do we separate words into syllables when we sing songs with lyrics? |
| History | <p>Notre Dame in Paris – one of the oldest cathedrals in Europe – was recently partially destroyed in a devastating fire. Built in the Medieval Period, Notre Dame housed one of the most beautiful organs in the world.</p> <ul style="list-style-type: none">• Do you think it is important to restore this building? Why?• Should countries outside France help with this restoration? <p>Watch Video #3 showing Parisians singing as they watch the Cathedral being saved by the fire fighters.</p> <ul style="list-style-type: none">• Why do you think they are singing? |
| Health and physical education | <p>Listen to Video #2 again and list all the vegetables you can hear rapped.</p> <ul style="list-style-type: none">• What is the message of this rap?• Do you think this is a good way to communicate this message?• What other messages could be communicated through raps? |

The class may also wish to listen to some other music based on Medieval chants while they complete other quiet activities in the classroom. The music in **Video #8** is often used for relaxation.



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UNIT #2

Medieval madness

| MUSIC ACTIVITY LESSON PLAN 2.1 | | | |
|--|---|----------------------|-------------------------------|
| Focus element | Pitch and texture | Focus piece | “Dies Irae” (Gregorian chant) |
| Learning type | Listening | Lesson length | Approx. 8–12 minutes |
| Resource links | Video #1 "Dies Irae" https://www.youtube.com/watch?v=Dir90NLDp-0 (0' – 1') Video #4 PAGANINI <i>Caprice No. 24</i> (main theme) https://www.youtube.com/watch?v=WsJyuJppA7s | | |
| Learning objectives | Students will become familiar with a Gregorian chant and its features. | | |
| Australian Curriculum alignment | ACAMUR088 Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns. <i>Scoutle resources</i> http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM088 | | |



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LESSON 2.1

Familiarise

APPROX. 2–4 MINUTES

Measures of understanding

Students can link imagination and music, articulating what they think the music might be about and *why* they think this.

Note This is subjective – look for the student's ability to explain *why* they think that.

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| Watch and listen | Watch and listen to the first minute of “Dies Irae” as a class (Video #1) Ask students to think about what they think the music might be about and why . You may like to run this activity after a play break to resettle and focus the class – ask students to find a quiet spot in the room and close their eyes to listen. |
| Discussion | Ask students to share their thoughts (with the class or in pairs) about what the music might be about – focus on the ‘why’ . After the first playing, share the below context with the class. <u>Context:</u> One of the musical ideas that Paganini incorporated into his <i>Caprice</i> was based on a chant. This chant has been performed for hundreds of years, starting off in the monasteries of Europe where it was sung by monks and other people in churches in the 13th Century – that’s over 800 years ago! “Dies Irae” (which means ‘Day of Wrath’ or ‘Judgement Day’) is sung as part of a Requiem Mass (a mass for the dead which is often part of a funeral in the Catholic Church). This chant has been used by many composers in their music including Berlioz’s <i>Symphony Fantastique</i> . |



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LESSON 2.1

Listen and discuss

APPROX. 6–8 MINUTES

Measures of understanding

- Students can articulate the similarities and differences between “Dies Irae” and the main theme from Paganini’s *Caprice No. 24* as a class.
- Students can articulate what their preferred piece of music is and **why**, using musical terminology.

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| Activity | <p>Listen to the first minute of “Dies Irae” a few times (Video #1).</p> <p>Divide students into small groups and give them some butcher’s paper. Ask them to note down similarities and differences between “Dies Irae” and the main theme from Paganini’s <i>Caprice No. 24</i>. You may like to play Paganini’s theme again for reference.</p> <p>Ask students to share with the class, noting the comparisons on the board.</p> <p><u>Examples</u></p> <p>Similarities:</p> <ul style="list-style-type: none">• Both have more than one instrument / voice.• Both are historical (not contemporary) pieces of music.• Both are expressive and communicate a mood / emotion.• Both are repetitive. <p>Differences:</p> <ul style="list-style-type: none">• Paganini’s theme has a strong 2/4 beat. “Dies Irae” does not have a clear sense of beat or a clear time signature.• Paganini uses orchestral instruments. “Dies Irae” uses voices.• Paganini’s theme is upbeat / dance-like. “Dies Irae” is slow, solemn and reflective.• Paganini’s theme has a clear melody that you could sing / remember. “Dies Irae” has a very repetitive melody, which is harder to remember. |
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LESSON 2.1

Listen and discuss (cont.)

Reflection / discussion

Ask students to think about the effect of the absence of a clear beat in “Dies Irae”.

- What effect does this have on the listener and the mood of the piece?

Ask students to think about what piece of music they prefer, and **why** they prefer it, referencing the musical comparisons they have noted as groups and as a class.

Ask students to write down their thoughts and / or share with a peer or the class. Encourage students to start using the musical terminology identified through the previous activity (model this first).

Example

“I prefer the main theme from Paganini’s *Caprice No. 24* because it has a strong sense of beat, it’s fast and joyful and I like the sound of the instruments of the orchestra.”



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UNIT #2

Medieval madness

| MUSIC ACTIVITY LESSON PLAN 2.2 | | | |
|--|---|----------------------|-------------------------------|
| Focus element | Pitch and texture | Focus piece | “Dies Irae” (Gregorian chant) |
| Learning type | Creating | Lesson length | Approx. 20–30 minutes |
| Resource links | Video #2 Vegetable rap https://www.youtube.com/watch?v=KBMxpDbp51A | | |
| Learning objectives | Students will create and perform their own contemporary chants, delivering an important message or information. | | |
| Australian Curriculum alignment | ACAMUR090 Create, perform and record compositions by selecting and organising sounds, silence, temp 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 2.2

Recap

APPROX. 2–4 MINUTES

Measures of understanding

Students can recall and make informed assumptions about chants through answering the quiz questions correctly.

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| Questions | <p>Quiz students on the previous lesson. You could do this as a Kahoot or on pieces of paper in teams.</p> <p><u>Quiz</u></p> <ul style="list-style-type: none">• What type of piece is “Dies Irae”? a) rock song b) sonata c) Gregorian chant• Where might you hear a chant today? a) athletics carnival b) sporting game c) both a and b• True or false: Chants must have both melody and rhythm. a) true b) false• True or false: Chants are repetitive and don’t have much variation in pitch or rhythm. a) true b) false |
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LESSON 2.2

Writing a chant

APPROX. 10–12 MINUTES

Measures of understanding

Students can work collaboratively to create their own chant within set parameters.

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| Activity | <p>Divide students into groups of three. Ask students write a modern chant on a theme / topic of the teacher's choice, using the parameters below.</p> <p><u>Parameters</u></p> <ul style="list-style-type: none">• 20–30 seconds long.• Clearly communicates information or a message.• Uses a rhyming structure. <p><i>You could base this on whatever poetry you have been looking at.</i></p> <ul style="list-style-type: none">• Uses repetitive rhythmic patterns. <p><i>The chant does not need to have a melody – if it does, the melody should also be repetitive.</i></p> <p><u>Topic</u></p> <p>Choose a theme linked to what you are learning in the classroom. If you're looking at political structures and responsibility, the chant could:</p> <ul style="list-style-type: none">• contain information about the system of government in Australia• communicate a message about an important social / political issue e.g. Indigenous rights. |
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LESSON 2.2

Performing and teaching a chant

APPROX. 5–10 MINUTES

Measures of understanding

- Students can perform their change with clarity and confidence.
- Students can teach another group their chant.
- Students can reflect on their own process and product.

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| Activity | Ask each group of three students to join another group (six students in total). Ask students to teach each other their chants from the previous activity, focusing on building communication skills. Have the groups of six students perform both chants for the class. <i>Performing in a larger group feels 'safer'.</i> |
| Reflection / peer feedback | Ask the performance group: <ul style="list-style-type: none">• What worked well in your creating / rehearsal / performance?• What would you like to improve next time? If your class is familiar and skilled in giving constructive peer feedback, encourage them – otherwise, wait until this initial self-reflection skill has been developed. |



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UNIT #2

Medieval madness

| MUSIC ACTIVITY LESSON PLAN 2.3 | | | |
|--|--|----------------------|-------------------------------|
| Focus element | Pitch and texture | Focus piece | “Dies Irae” (Gregorian chant) |
| Learning type | Listening | Lesson length | Approx. 15–20 minutes |
| Resource links | <p>Video #1 "Dies Irae" https://www.youtube.com/watch?v=Dir90NLDp-0 (0' – 1')</p> <p>Video #5–7 Other musical examples</p> <p>BACH Cello Suite No. 1 in G major, Prélude https://www.youtube.com/watch?v=1prweT95Mo0</p> <p>Ludovico EINAUDI Elegy for the Arctic https://www.youtube.com/watch?v=2DLnhdnSUVs</p> <p>Claude DEBUSSY <i>Syrinx for solo flute</i> https://www.youtube.com/watch?v=YEyKM13yf_4</p> | | |
| Learning objectives | Students will become familiar with monophonic texture. | | |
| Australian Curriculum alignment | <p>ACAMUR088</p> <p>Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns.</p> <p><i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUM088</p> <p>ACAMUR090</p> <p>Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience</p> <p><i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUM090</p> | | |



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LESSON 2.3

Texture definitions

APPROX. 5 MINUTES

Measures of understanding

Students can make informed decisions about the definitions of texture.

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| Discussion | <p>Divide students into small groups. Ask them to match the term with the definition (deductive reasoning).</p> <p>Ask students to share with the class and justify why they have chosen the corresponding definition.</p> <p><u>Example</u></p> <p>'Mono' means 'one', so it makes sense that it corresponds to 'one melody.'</p> <p><u>Definition</u></p> <p>Monophonic =</p> <p>Music with only one melodic line – no harmony or counterpoint. There may be rhythmic accompaniment, but there is only one line with specific pitches.</p> <p>Polyphonic =</p> <p>Music with more than one independent melody occurring at the same time. <i>Also called counterpoint or contrapuntal music.</i></p> <p>Homophonic =</p> <p>Music with one, clearly melodic line – the line that naturally draws your attention. All other parts provide accompaniment or fill in the chords.</p> |
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LESSON 2.3

Identify monophonic texture

APPROX. 10–15 MINUTES

Measures of understanding

- Students can accurately identify monophonic texture.
- Students engage in conceptual discussion and share their thoughts / opinions with peers and / or the class.

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| Activity / discussion | <p>Listen to “Dies Irae again” and discuss the following as a class:</p> <ul style="list-style-type: none"> • What category does this piece fall into? <i>(Monophonic)</i> • Why? <i>(Only one sound at a time)</i> |
| Activity | <p>Watch and listen to the other musical examples (Videos #5–7).</p> <p>Ask students to identify whether they are monophonic or not, individually or as a class. Ask students to explain why they think this.</p> <ul style="list-style-type: none"> • BACH Cello Suite No. 1 in G major, Prélude = monophonic • Ludovico EINAUDI Elegy for the Arctic = not monophonic <i>(homophonic – melody line with chordal accompaniment)</i> • Claude DEBUSSY Syrinx for solo flute = monophonic |
| Discussion | <p>These three pieces of music are being used to accompany images.</p> <p>Discuss as a class:</p> <ul style="list-style-type: none"> • Does the music support the images or do the images support the music? Why do students think this? • Are the videos conveying a particular message? <p><u>Think / pair / share</u></p> <ul style="list-style-type: none"> • Are there any issues you are passionate about? • Could you use music to help convey your feelings / message about a particular issue and influence people to change e.g. bullying in school, racism, environmental issues? • Can you think of any other songs / music that have expressed this issue? <i>For example, Yothu Yindi’s Treaty.</i> |