



Canberra Symphony
Orchestra

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.

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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Writing a chant

APPROX. 10–12 MINUTES

Measures of understanding

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

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.

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.