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	**Video #1** "Dies Irae" https://www.youtube.com/watch?v=Dlr90NLDp-0 **(0' – 1')** **Video #5–7** Other musical examples BACH Cello Suite No. 1 in G major, Prélude https://www.youtube.com/watch?v=1prweT95Mo0 Ludovico EINAUDI Elegy for the Arctic https://www.youtube.com/watch?v=2DLnhdnSUVs Claude DEBUSSY Syrinx *for solo flute* https://www.youtube.com/watch?v=YEyKM13yf_4		
Learning objectives	Students will become familiar with monophonic texture.		
Australian Curriculum alignment	**ACAMUR088** Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns. *Scootle resources* http://www.scootle.edu.au/ec/search?accContentId=ACAMUM088 **ACAMUR090** Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience *Scootle resources* http://www.scootle.edu.au/ec/search?accContentId=ACAMUM090		

LESSON 2.3
Texture definitions

APPROX. 5 MINUTES

Measures of understanding

Students can make informed decisions about the definitions of texture.

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

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.

Activity / discussion	Listen to "Dies Irae again" and discuss the following as a class: • What category does this piece fall into? *(Monophonic)* • Why? *(Only one sound at a time)*
Activity	Watch and listen to the other musical examples (**Videos #5–7**). Ask students to identify whether they are monophonic or not, individually or as a class. Ask students to explain **why** they think this. • BACH Cello Suite No. 1 in G major, Prélude = **monophonic** • Ludovico EINAUDI Elegy for the Arctic = **not monophonic** *(homophonic – melody line with chordal accompaniment)* • Claude DEBUSSY Syrinx *for solo flute* = **monophonic**
Discussion	These three pieces of music are being used to accompany images. Discuss as a class: • 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? **Think / pair / share** • 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? *For example, Yothu Yindi's Treaty.*