



Canberra Symphony
Orchestra

UNIT #3

Baroque glitz and glamour (1600s)

MUSIC ACTIVITY LESSON PLAN 3.1			
Focus elements	Texture	Focus piece	Johann Sebastian BACH Fugue in G minor, BWV. 578
Learning type	Listening	Lesson length	Approx. 5–8 minutes
Resource link	Video #1 BACH Fugue in G minor https://www.youtube.com/watch?v=PhRa3REdozw		
Learning objectives	Students will become familiar with Bach's <i>Fugue in G minor</i> , focusing on rhythm.		
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 3.1

Listen and discuss

APPROX. 5–8 MINUTES

Measures of understanding

- Students can pat the beat on their legs in time.
- Students can count the beat aloud and pat their legs in time.
- Students can contribute to the class discussion, sharing and justifying their answers.

Watch and listen	Watch / listen to the 23 seconds of Video #1 as a class.
Activity	Watch Video #1 again. Ask the class to tap the beat on their knees along with the music.
Questions / discussion	<ul style="list-style-type: none">• Is there a strong beat in this piece? Could we tap along consistently? (Yes) When we listened to Paganini's piece, we could hear two beats in every bar – we knew this because there was a stronger beat followed by a weaker beat. Watch Video #1 again. <ul style="list-style-type: none">• How many beats can we hear in each bar?• Are there stronger and weaker beats? <i>(There are four beats – Beat 1 is the strongest, followed by Beat 3. Beats 2 and 4 are weaker).</i>
Activity	Watch Video #1 again. Ask the class to pat the beat on their legs and count the beat softly: <i>1–2–3–4</i> .
Challenge activity	Ask the class to pat the beats with the different accents / stressed beats. <i>(Beat 1 is the strongest, followed by Beat 3. Beats 2 and 4 are weaker).</i>