



Canberra Symphony
Orchestra

UNIT #3

Baroque glitz and glamour (1600s)

MUSIC ACTIVITY LESSON PLAN 3.2			
Focus elements	Texture	Focus piece	Johann Sebastian BACH Fugue in G minor, BWV. 578
Learning type	Listening	Lesson length	Approx. 8–15 minutes
Resource link	<p>Video #1 BACH Fugue in G minor https://www.youtube.com/watch?v=PhRa3REdozw</p> <p>Video #2 'Winter' from VIVALDI <i>The Four Seasons</i> https://www.youtube.com/watch?v=ZPdk5GaIDjo</p> <p>Video #7 <i>Funny, short video on the Baroque period</i> https://www.youtube.com/watch?v=GoYPkChHhKM</p>		
Learning objectives	Students will become familiar with stylistic features from the Baroque period.		
Australian Curriculum alignment	<p>ACAMUR091</p> <p>Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music.</p> <p><i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUR091</p>		



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LESSON 3.2

Listen and identify

APPROX. 3–5 MINUTES

Measures of understanding

Students can make observations about the music they hear, beginning to reference musical terminology.

Activity / discussion	<p>Watch / listen to Bach's <i>Fugue</i> again (Video #1).</p> <p>In small groups or pairs, ask students to write down dot-point observations about the music – thinking about the obvious things they notice.</p> <p>They do not need to use musical language – if they feel confident, they can.</p> <p>If you need to support students, do the activity as a class with leading questions based on the following examples.</p> <p><u>Examples</u></p> <ul style="list-style-type: none">• The first melody starts by itself, then another melody comes in.• It sounds quite complicated when we can hear both melodies.• It sounds like there is an organ playing.• There are 'trills' (students may describe this as 'frilly' or 'twiddly' or they may sing the sound). <p>Share and discuss answers as a class.</p>
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LESSON 3.2

Listen and respond

APPROX. 5–10 MINUTES

Measures of understanding

- Students can contribute to class discussions, thinking about why a composer might use certain stylistic features (e.g. trills).
- Students can draw what they hear as a graphic.
- Students can consider and discuss how the harpsichord produces sound.

Discussion	<p>Explain to students that Bach’s <i>Fugue</i> is from the Baroque period in history (1600–1750). One way to remember how to say Baroque is to think of a sheep sitting on a rock: “baa – rock!”</p> <p>The Baroque period was a very decorative time in music. One type of decoration often used in Baroque music is called a trill – a rapid alternation of two notes.</p>
Optional activity	<p>Watch the short, funny video (Video #7) on the Baroque period, which provides a little more context around Bach’s fugues and Vivaldi’s <i>The Four Seasons</i>.</p>
Optional activity	<p>Set a 10-15-minute ‘mini’ research task, asking students to look up and summarise the key elements of the Baroque period including key composers, types of music and common features.</p>
Watch and listen	<p>Listen to / watch ‘<i>Winter</i>’ from Vivaldi’s <i>The Four Seasons</i> (Video #2).</p>
Discussion	<p>Discuss as a class or in small groups:</p> <ul style="list-style-type: none"> • There are lots of decorations used in this piece, including trills. Why do you think the composer used these trills? What does it symbolise? How does it make us feel? <i>(Vivaldi used these trills to symbolise the cold / shivering / freezing winter weather in Europe.)</i> • Can you hear any other types of decoration in this descriptive music?
Activity	<p>Ask students to draw what they think the decoration sounds like on the board as a graphic representation.</p> <p><i>This is subjective – look for students being able to represent the sound through their own symbol.</i></p>



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Listen and respond (cont.)

Questions	<ul style="list-style-type: none">• What instrument is playing? <i>(Harpsichord)</i>• What instrument is it similar to? <i>(Piano)</i>• What is the difference between the harpsichord and the piano in the way sound is produced? <i>(On the piano, when you press a key, a hammer hits the strings inside the piano, which creates a sound. When you release the key, a felt lowers onto the strings to stop the vibrations and sound.</i> <i>On the harpsichord, a 'plectrum' plucks the strings inside the harpsichord, which creates a sound.)</i> <p>If you have a piano available, lift the lid and let students look inside while you play keys.</p>
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