



Canberra Symphony
Orchestra

UNIT #3

Baroque glitz and glamour (1600s)

MUSIC ACTIVITY LESSON PLAN 3.3			
Focus elements	Texture	Focus piece	Johann Sebastian BACH Fugue in G minor, BWV. 578
Learning type	Responding	Lesson length	Approx. 15–25 minutes
Resource link	<p>Video #3 Virtual score https://www.youtube.com/watch?v=Y76uH2xu670 (first 27”)</p> <p>Video #4 The Swingle Singers https://www.youtube.com/watch?v=uWZBZv6E3zY</p> <p>Mr Bach mp3 x3 (poem + vocal and piano version + two-part round version)</p>		
Learning objectives	Students will discuss, rehearse and perform arrangements of Bach’s <i>Fugue in G Minor</i> .		
Australian Curriculum alignment	<p>ACAMUR089</p> <p>Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community.</p> <p><i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUM089</p>		



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LESSON 3.3

Learn the rhyme

APPROX. 5 MINUTES

Measures of understanding

Students can say the rhyme with the class in time.

Activity	<p>Teach the students the Mr Bach rhyme (p.58). <i>You can use either the Mr Bach poem mp3 or the sheet music for support.</i></p> <p>Model the poem first, then teach students using call and response.</p> <p><u>Call and response</u></p> <ul style="list-style-type: none">• Say one line at a time as a 'call' and ask students to echo as the 'response'.• Repeat for each line.• Repeat with the first two lines / last two lines.• Repeat for the whole piece. <p>For more practice:</p> <ul style="list-style-type: none">• Ask one half of the room to say the first two lines and the other half of the room to say the last two lines – then swap.
Activity / discussion	<p>Change the expression of the rhyme by saying it:</p> <ul style="list-style-type: none">• loud / soft• getting louder / getting softer• really fast / really slow <p>Discuss with the class:</p> <ul style="list-style-type: none">• How do these changes in performance affect the mood of the piece?



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LESSON 3.3

Learn the melody

APPROX. 5–10 MINUTES

Measures of understanding

Students can sing the melody with the class and accompanied by video / audio.

Note This is a tricky piece of music to sing accurately; the melody is quite high in pitch, especially for Year 6 boys whose voices may have started to change.

If students have limited vocal / choral experience, a good measure is the extent to which they are following the melodic contour (shape of the melody – up / down etc.) and whether they are starting and ending on the same pitch.

Activity	<p>Teach the students the Mr Bach melody (p.58). Use either the Mr Bach vocal + piano mp3 or the sheet music for support.</p> <p>Model the melody first, then teach students using call and response. Go slowly – it's tricky!</p> <p><u>Call and response</u></p> <ul style="list-style-type: none">• Sing one line at a time as a 'call' and ask students to echo as the 'response'. If you don't feel confident, use the mp3, pausing between lines.• Repeat for each line.• Repeat with the first two lines / last two lines.• Repeat for the whole piece (with and without the mp3). <p>For more practice:</p> <ul style="list-style-type: none">• Ask one half of the room to sing the first two lines and the other half of the room to sing the last two lines – then swap.• Ask the class to sing Line 1 aloud and Line 2 in their heads. Repeat for Line 3 (aloud) and Line 4 (in your head). Keep in time and on pitch! Swap and sing Lines 2 and 4 aloud, with Lines 1 and 3 in your heads.
Question	<ul style="list-style-type: none">• Does the melody sound familiar? <i>(Yes, it's the main subject (melody) from Bach's Fugue in G minor)</i>



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LESSON 3.3

Learn the melody (cont.)

Activity / discussion	Change the expression of the melody by singing it: <ul style="list-style-type: none">• loud / soft• getting louder / getting softer• really fast / really slow• How do these changes in performance affect the mood of the piece?• Was it different to the rhyme?
Challenge activity	Divide the class in half to sing the song in a two-part round. Have the first group start at the beginning and the second group after two bars (when Group 1 begins singing 'organs, cantatas...') <i>You can use the Mr Bach two-part round version mp3 to support you.</i>



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LESSON 3.3

Looking at the score

APPROX. 3–5 MINUTES

Measures of understanding

Students are engaged and participate in group discussions, contributing their perspective.

Watch and listen	Watch the first minute or two of the virtual score for Bach's <i>Fugue</i> (Video #3).
Activity	Sing the Mr Bach melody along with the mp3.
Questions	<ul style="list-style-type: none">• How many parts can you see in the music? Does it change? <i>(It begins with one part and gradually adds in one part at a time.)</i>



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LESSON 3.3

Listening to another arrangement

APPROX. 3–5 MINUTES

Measures of understanding

Students are engaged and participate in group discussions, contributing their perspective.

Watch and listen	Listen to The Swingle Singers, an <i>a capella</i> vocal group (no accompanying instruments) sing this same, famous Bach melody (Video #4).
Questions	<ul style="list-style-type: none">• What instruments are some of the singers imitating? <i>(Male singers are imitating a bass instrument e.g. double bass; drum kit; wind instruments e.g. clarinet, trumpet, trombone)</i>
Challenge activity	Create a table of similarities and differences between the original organ version, the Mr Bach version and the Swingle Singers' arrangement. Ask students to nominate their favourite version, using musical terms / language to explain why .



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MR BACH

RHYME

Mr Bach wrote several tunes that sound like this

Organ sonatas, fugues and cantatas

Organ sonatas, fugues and cantatas

I never know which is which!

SHEET MUSIC

Mr. _____ Bach knows se - veral tunes that sound like this,

3
or - gans son - a - tas fugues and can - ta - tas

4
or - gans son - a - tas _____ fugues and can - ta _____ tas I

5
ne - ver know _____ whi _____ ch is which. _____