



Canberra Symphony
Orchestra

UNIT #3

Baroque glitz and glamour (1600s)

MUSIC ACTIVITY LESSON PLAN 3.4			
Focus elements	Texture	Focus piece	Johann Sebastian BACH Fugue in G minor, BWV. 578
Learning type	Creating	Lesson length	Approx. 15–20 minutes
Resource link	Video #1 BACH Fugue in G minor (organ) https://www.youtube.com/watch?v=PhRa3REdozw		
Learning objectives	Students will create a short dance that represents polyphonic texture.		
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		



LESSON 3.4

Review and listen

APPROX. 2–3 MINUTES

Measures of understanding

Students can identify that the *Fugue* has polyphonic texture and explain why (there are multiple melodic voices).

<p>Question</p>	<p>In Lesson #2.3 (the final lesson looking at the theme from Paganini's <i>Caprice No. 24</i>), students defined the terms monophonic, polyphonic and homophonic.</p> <p>Give students two minutes to write the definitions in their own words based on what they remember. Review and confirm the correct definitions.</p> <p><u>Definitions</u></p> <p>Monophonic =</p> <p>Music with only one melodic line – no harmony or counterpoint. There may be rhythmic accompaniment, but there is only one line with specific pitches.</p> <p>Polyphonic =</p> <p>Music with more than one independent melody occurring at the same time. <i>Also called counterpoint or contrapuntal music.</i></p> <p>Homophonic =</p> <ul style="list-style-type: none"> • Music with one, clearly melodic line – the line that naturally draws your attention. All other parts provide accompaniment or fill in the chords.
<p>Watch and listen</p>	<p>Listen to Bach's <i>Fugue in G minor</i> again (Video #1).</p>
<p>Questions</p>	<p>Discuss the following as a class, or ask students to work in small groups and then share their answers:</p> <ul style="list-style-type: none"> • Can you see and hear the melody being played at different time? (Yes) • Does the music become more or less complex? (More complex) • Is there more than one melody line playing at the same time? (Yes) • What is the texture of this piece? (Polyphonic)



LESSON 3.4

Learn a dance

APPROX. 15-20 MINUTES

Measures of understanding

Students can learn and perform a dance as a group (as a class or in a small group), together and in canon, demonstrating awareness of beat and timing

Activity	<p>Model an 8-beat dance for the class, counting the beats as you demonstrate.</p> <p>Teach the class the movements by modelling (counting the beats) and asking students to copy you.</p> <p>You can make up your own dance or use the example below.</p> <p><u>Example dance</u></p> <table border="1"> <tr> <td>Beat 1</td> <td>Hands high in the air</td> </tr> <tr> <td>Beat 2</td> <td>Hands on shoulders</td> </tr> <tr> <td>Beat 3</td> <td>Step to the right</td> </tr> <tr> <td>Beat 4</td> <td>Crouch down</td> </tr> <tr> <td>Beat 5</td> <td rowspan="2">Stay crouching, do 'Mexican wave arms' from left to right (Two beats)</td> </tr> <tr> <td>Beat 6</td> </tr> <tr> <td>Beat 7</td> <td>Jump up</td> </tr> <tr> <td>Beat 8</td> <td>Clap</td> </tr> </table>	Beat 1	Hands high in the air	Beat 2	Hands on shoulders	Beat 3	Step to the right	Beat 4	Crouch down	Beat 5	Stay crouching, do 'Mexican wave arms' from left to right (Two beats)	Beat 6	Beat 7	Jump up	Beat 8	Clap
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Activity	<p>Once students can perform the dance, split the class into four groups and perform the dance as a canon.</p> <ul style="list-style-type: none"> • Have groups start two beats after each other. • Have groups start one beat after each other. 															
Discussion	<p>Discuss with the class:</p> <ul style="list-style-type: none"> • How is this similar to the fugue and round we sung last lesson? 															



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LESSON 3.4

Create a dance

APPROX. 15-20 MINUTES

Measures of understanding

Students can work collaboratively to create their own 8-beat dance, demonstrating canon.

Activity	Divide students into groups of four or eight. Ask the groups to create their own 8-beat dances. Have students rehearse their dances altogether. Then, ask students to rehearse their dances in a canon, starting two beats after each other and then one beat after each other. Have students perform their canon dances for the class.
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