



UNIT #4

Classical clarity and balance (1750s)

MUSIC ACTIVITY SUMMARY			
Focus element	Structure	Focus piece	Wolfgang Amadeus MOZART Eine kleine Nachtmusik, KV. 525 (String Serenade No. 13 in G major) “A Little Night Music” <i>Third movement – Minuet and Trio</i>
Resource links	<p>Video #1 MOZART “A Little Night Music” <i>Third movement</i> https://www.youtube.com/watch?v=EtpZTF_be2E</p> <p>Video #2 Conducting in simple metres (2/4, 3/4, 4/4) https://www.youtube.com/watch?v=79Pk-33R2HM</p> <p>Video #3 Flash mob https://www.youtube.com/watch?v=YioxPallVe4</p> <p>Video #4 Somewhere Over the Rainbow https://www.youtube.com/watch?v=PSZxmZmBfnU</p> <p>Video #5 MOZART Twinkle Twinkle Little Star https://www.youtube.com/watch?v=Ezvj-De6bxY</p> <p>Vocal warm up https://www.youtube.com/watch?v=9f14MwJQN1c</p> <p>Virtual piano https://www.onlinepianist.com/virtual-piano</p>		

MUSICAL ACTIVITIES

Listening Lesson plan 4.1	Listen to 1” – 49” of Video #1 , an excerpt of Mozart’s <i>A Little Night Music</i> . <ul style="list-style-type: none"> • How many different sections of music can you hear? • Are some of the sections repeated?
Listening and responding Lesson plan 4.2	Listen to the music again. <ul style="list-style-type: none"> • Can you tap the beat? • Do you think the beats are organised into groups of 2, 3 or 4? • Can you show the groups of beats in the air, pretending to be a conductor? Try and make a right-angle triangle as you conduct. • Can you conduct triangles with both your arms at the same time?



Canberra Symphony
Orchestra

MUSICAL ACTIVITIES (cont.)

<p>Creating Lesson plan 4.3</p>	<p>Watch Video #3, which shows a German orchestra flash mob in a shopping centre in Munich. Some of the people watching start to dance to the music.</p> <p>In groups of four, create a dance / movement demonstrating the strong feeling of three in this piece.</p> <ul style="list-style-type: none">• Can you think of a fun place for a surprise performance?
<p>Responding Lesson plan 4.4</p>	<p>Think of a nursery rhyme or song in three sections and sing it together e.g. <i>Twinkle, Twinkle Little Star</i> or <i>Somewhere over the Rainbow</i> (Video #4)</p> <p>Mozart also wrote a piece based on <i>Twinkle Twinkle Little Star</i> (Video #5).</p> <ul style="list-style-type: none">• Which instrument can you see / hear being played?



CROSS-CURRICULAR EXPLORATIONS

Language	<p>The music we have been listening to by Mozart is organised into three sections. This structure is known as ternary form – meaning three.</p> <ul style="list-style-type: none">• Can you think of other words which mean three? <p><i>Clue – Think about a three-sided shape.</i></p>
Geography and science	<p>Mozart was born in the country of Austria – find Austria on a world map. As a young boy, he travelled around Europe performing.</p> <ul style="list-style-type: none">• What other countries near Austria might Mozart have travelled to?• What mode of transport would he have used?• How long would it have taken to travel to each destination?• What type of transport was developed at the end of the Classical period that would have helped Mozart travel around Europe faster?• What mode of transport do you think will be developed in the future which will make our lives easier? <p>Design your own transport of the future.</p> <p>Today, Australian musicians often travel all over the world to perform. What do you think would be some of the challenges of touring from Australia to the USA, Asia and Europe?</p>
Art and architecture	<p>Classical artists and musicians were very interested in creating objects and music that were very balanced and less decorative than Baroque artists.</p> <p>Look at the following buildings:</p> <p>Old Supreme Court (Hong Kong)</p> <p>Neuschwanstein Castle (Bavaria, Germany)</p> <p>White House (Washington DC, USA)</p> <p>National Museum of Australia</p> <ul style="list-style-type: none">• Which do you think have been constructed in a classical style? Why?• Are there any buildings near your school that you think have been influenced by classicism? <p>Draw your own classically inspired building.</p>



Canberra Symphony
Orchestra

UNIT #4

Classical clarity and balance (1750s)

MUSIC ACTIVITY LESSON PLAN 4.1			
Focus element	Structure	Focus piece	Wolfgang Amadeus MOZART Eine kleine Nachtmusik, KV. 525 (String Serenade No. 13 in G major) “A Little Night Music” <i>Third movement – Minuet and Trio</i>
Learning type	Listening	Lesson length	Approx. 5–8 minutes
Resource links	Video #1 MOZART “A Little Night Music” <i>Third movement</i> https://www.youtube.com/watch?v=EtpZTF_be2E		
Learning objectives	Students will identify the sections in the beginning of the Minuet and Trio from Mozart’s <i>Eine kleine Nachtmusik</i> .		
Australian Curriculum alignment	ACAMUR088 Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns. <i>Scoutle resources</i> http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM088		



Canberra Symphony
Orchestra

LESSON 4.1

Listen and discuss

APPROX. 5–8 MINUTES

Measures of understanding

- Students can identify repeated sections in the piece of music.
- Students can accurately identify the four sections in the music.

Watch and listen	Watch / listen to the 49 seconds of Video #1 as a class.
Activity	<p>Watch Video #1 again, up to three or four times to complete the activity.</p> <p>Ask students to write down letters to represent each new section of music. Where a section is repeated, students should write the same letter.</p> <p>If students need assistance, do the activity as a whole class, pausing the video after each section.</p> <p>If students need extension, ask them to write down the instruments and dynamics they hear in each section.</p> <p>Timings <i>For your reference</i></p> <p>Section A 1" – 16"</p> <p>Section A (repeated) 17" – 28"</p> <p>Section B 29" – 37"</p> <p>Section B (repeated) 38" – 49"</p>
Discussion	Discuss what makes each section sound different – different melody, dynamics, instruments etc.



Canberra Symphony
Orchestra

UNIT #4

Classical clarity and balance (1750s)

MUSIC ACTIVITY LESSON PLAN 4.2			
Focus element	Structure	Focus piece	Wolfgang Amadeus MOZART Eine kleine Nachtmusik, KV. 525 (String Serenade No. 13 in G major) “A Little Night Music” <i>Third movement – Minuet and Trio</i>
Learning type	Listening and responding	Lesson length	Approx. 5–8 minutes
Resource links	Video #1 MOZART “A Little Night Music” <i>Third movement</i> https://www.youtube.com/watch?v=EtpZTF_be2E Video #2 Conducting in simple metres (2/4, 3/4, 4/4) https://www.youtube.com/watch?v=79Pk-33R2HM		
Learning objectives	Students will identify and conduct the beat in the Minuet and Trio from Mozart’s <i>Eine kleine Nachtmusik</i> .		
Australian Curriculum alignment	ACAMUR091 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. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUR091		



LESSON 4.2

Find and conduct the beat

APPROX. 5–8 MINUTES

Measures of understanding

- Students can identify the beat by tapping, walking / moving or counting.
- Students can conduct the beat with one or both hands.

Activity	<p>Watch / listen to the 49 seconds of Video #1 again as a class.</p> <ul style="list-style-type: none">• Ask students to tap the beat lightly on their legs.• Have students move around the room, keeping the beat with their feet.
Questions	<p>Ask students:</p> <ul style="list-style-type: none">• Are the beats organised in groups of two, three or four? <i>If students are unsure, try counting the patterns along with the music.</i> <i>(The beats are organised in groups of three.)</i>• Does this feel like a dance or a march? Why? <i>(It feels like a dance – lots of dances are in three. Marching is always in two or four).</i>
Activity	<p>Play Video #1 again and model conducting the beat in the air, saying the beats as you conduct them.</p> <ul style="list-style-type: none">• Ask students to imitate you and count along.• Swap hands! This means conducting in the opposite direction so that your hand moves away from your body on Beat 2.• Conduct using both hands!• Conduct the beat along with the music as a class. <p><u>Conducting</u></p> <ul style="list-style-type: none">• Beat 1 – start at roughly the height of your chin and move your hand down to your belly button (arrive at your belly button on beat 1).• Beat 2 – Move your hand from your belly button away from your body.• Beat 3 – Move your hand back up to your chin. <p><u>Tips</u> <i>The conducting video may be helpful for your own preparation.</i></p> <ul style="list-style-type: none">• You could use pencils as batons.• Imagine you are drawing a triangle in the air.



Canberra Symphony
Orchestra

UNIT #4

Classical clarity and balance (1750s)

MUSIC ACTIVITY LESSON PLAN 4.3			
Focus element	Structure	Focus piece	Wolfgang Amadeus MOZART Eine kleine Nachtmusik, KV. 525 (String Serenade No. 13 in G major) “A Little Night Music” <i>Third movement – Minuet and Trio</i>
Learning type	Creating	Lesson length	Approx. 20 minutes
Resource links	Video #2 Flash mob https://www.youtube.com/watch?v=YioxPallVe4		
Learning objectives	Students will demonstrate awareness of 3/4 metre by creating a dance.		
Australian Curriculum alignment	ACAMUR090 Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience. <i>Scoutle resources</i> http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM090		



Canberra Symphony
Orchestra

LESSON 4.3

Listen

APPROX. 5 MINUTES

Measures of understanding

Students can demonstrate the beat in three and the emphasis on Beat 1 by clapping or moving.

Activity	Watch Video #2 of a German orchestra performing as a 'flash mob' in a shopping centre in Munich. Notice how some of the people in the audience start to dance to the music! Tap along to the beat.
Questions	Ask students: <ul style="list-style-type: none">• Are the beats organised in groups of two, three or four? If students are unsure, try counting the patterns along with the music. <i>(The beats are organised in groups of four).</i>• Which beats are the strongest in each bar? <i>(Beats 1 and 3)</i>• What time signature was Mozart's Minuet and Trio in? <i>(3)</i>
Activity	As a class, clap the beat along with Video #2 , emphasising Beat 1.
Discussion	<ul style="list-style-type: none">• Can you think of a fun place near your school where the Canberra Symphony Orchestra could perform for people as a surprise / flash mob?



LESSON 4.3

Learn a short dance

APPROX. 5 MINUTES

Measures of understanding

Students learn the dance and can demonstrate the correct movement with emphasis on Beat 1.

SKIP THIS STEP if students are ready to move straight to creating their own dance.

Activity	Teach students the following 4-bar dance (place emphasis on Beat 1):								
	<ul style="list-style-type: none"> • Model the dance while counting the beats. • Demonstrate one bar at a time while counting. Have students repeat the movements back. • Demonstrate the first two bars together, then the second two bars together. Have students repeat the movements back. • Have students repeat the whole dance together, with / without the teacher. 								
	To do the dance in pairs, replace individual clapping with partners clapping hands together.								
	<u>Four-bar dance</u>								
	Bar 1	1	Stomp	<i>Ta</i>		Bar 3	1	Stomp	<i>Ta</i>
		2	Pat legs	<i>Ta</i>			2	Pat legs	<i>Ta</i>
		3	Clap x2	<i>ti-ti</i>			3	Clap x2	<i>ti-ti</i>
	Bar 2	1	Jump	<i>Ta</i>		Bar 4	1	Jump	<i>Ta</i>
		2	Turn, run feet x2	<i>ti-ti</i>			2	Clap	<i>Ta</i>
		3	Turn	<i>ti-ti</i>			3	Clap	<i>Ta</i>



Canberra Symphony
Orchestra

LESSON 4.3

Create a short dance

APPROX. 10 MINUTES

Measures of understanding

Students can work in small groups to create their own dance, demonstrating a strong sense of three beats with an emphasis on Beat 1.

Activity	<p>In groups of four, ask students to create their own dances. Have students perform their dances for the class.</p> <p><u>Parameters</u></p> <ul style="list-style-type: none">• Eight – 16 bars in length.• Emphasis on Beat 1.• Incorporates some Ta and some ti-ti rhythms.• <u>Challenge</u>: Incorporate <i>tika-tika</i>
-----------------	--



Canberra Symphony
Orchestra

UNIT #4

Classical clarity and balance (1750s)

MUSIC ACTIVITY LESSON PLAN 4.4			
Focus element	Structure	Focus piece	Wolfgang Amadeus MOZART Eine kleine Nachtmusik, KV. 525 (String Serenade No. 13 in G major) “A Little Night Music” <i>Third movement – Minuet and Trio</i>
Learning type	Responding	Lesson length	Approx. 20 minutes
Resource links	Video #4 Somewhere Over the Rainbow https://www.youtube.com/watch?v=PSZxmZmBfnU Video #5 MOZART Twinkle Twinkle Little Star https://www.youtube.com/watch?v=Ezvj-De6bxY Vocal warm up https://www.youtube.com/watch?v=9f14MwJQN1c Virtual piano https://www.onlinepianist.com/virtual-piano		
Learning objectives	Students will build singing capacity and demonstrate an understanding of structure.		
Australian Curriculum alignment	ACAMUR091 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. <i>Scoutle resources</i> http://www.scoutle.edu.au/ec/search?accContentId=ACAMUR091		



Canberra Symphony
Orchestra

LESSON 4.4

Vocal warm up

APPROX. 5 MINUTES

Measures of understanding

Students participate in vocal warmups, demonstrating understanding of the importance of warming up the body and voice.

Activities	<p>Guide students in warming up their voices, using some of the below exercises.</p> <p>Explain that we must warm up our bodies for singing, just as we would for playing sport or dancing, or for an instrument.</p> <p><u>Movement</u></p> <ul style="list-style-type: none">• Roll shoulders forward and backwards.• Stretch tall, flop forward.• Gentle neck rolls.• Massage cheeks gently. <p><u>Breathing</u></p> <ul style="list-style-type: none">• Breathe in for four, then out for four. Think about using your stomach to support the air as you breathe out.• Take a big yawn.• Breathe in as if you were smelling a flower, then “ah” out for as long as you can in one breath. <p><u>Voice</u></p> <ul style="list-style-type: none">• Vibrate your lips together on a “br” sound. Move up and down like a siren, starting small and gradually getting higher and lower.• Tongue twister – your choice! Example – <i>Red leather, yellow leather</i> <p><i>Optional</i></p> <p>Try singing along to the vocal warm up video, using solfege:</p> <ul style="list-style-type: none">• Do• Do–Re–Do• Do–Re–Mi–Re–Do. etc. <p>If students are not familiar with solfege, use the numbers 1–8.</p>
-------------------	---



Canberra Symphony
Orchestra

LESSON 4.4

Singing

APPROX. 2–8 MINUTES

Measures of understanding

Students can accurately sing the rhythm and pitch (or follow the contour / shape of the melody if not experienced in singing).

Activity	<p>Learn a song with three sections (A, B, A = <i>ternary form</i>).</p> <ul style="list-style-type: none">• Sing one line at a time and have the students repeat it after you – or use the video and pause it after each line.• Join the lines together, one by one.• Sing the whole song together, with / without support from the teacher. <p>Use one of the songs below or another song with three sections.</p> <p><u>Example songs</u></p> <ul style="list-style-type: none">• Somewhere Over the Rainbow (Video #4) <i>Longer, slower and with a big octave jump at the beginning.</i>• Twinkle, Twinkle, Little Star (Video #5) <i>Short and easy.</i>• Start on C or D. If you don't have a piano, use the virtual piano.
Discussion	<p>Ask students:</p> <ul style="list-style-type: none">• What are the different sections of the song?• How can you tell / how is each section different?• How could we use letters to describe the overall structure of the song? (<i>ABA</i>) <p>Explain to students that this structure is called <i>Ternary form (A, B, A)</i>.</p>



Canberra Symphony
Orchestra

LESSON 4.4

Listen

APPROX. 2–4 MINUTES

Measures of understanding

Students understand and can articulate **ternary form** (A, B, A).

Listen	Listen (don't watch) to the video of Mozart's <i>Four Variations</i> (Video #5)
Questions	Ask students: <ul style="list-style-type: none">• What tune can you hear being played? (<i>Twinkle, Twinkle</i>). Mozart wrote a piece based on this nursery rhyme. <ul style="list-style-type: none">• What instrument can you hear?