



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? <i>Why?</i> <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.