



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		



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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>



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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>
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