



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		



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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>
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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>



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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?