



Canberra Symphony
Orchestra

UNIT #5

Romantic expression and emotion (1800s)

MUSIC ACTIVITY LESSON PLAN 5.2			
Focus element	Dynamics and expressive techniques	Focus piece	Robert SCHUMANN Kinderszenen op. 15 (No. 1 in G Major) “Scenes from Childhood”
Learning type	Listening	Lesson length	Approx. 15–20 minutes
Resource links	Video #1 SCHUMANN “Scenes from Childhood” www.youtube.com/watch?v=InA4womSarQ&list=RDInA4womSarQ&start_radio=1 Video #2 Australian anthem https://www.youtube.com/watch?v=Yl8eKxl-zeU		
Learning objectives	Students will use tempo and dynamics to change the mood and style of a known piece.		
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 5.2

Listen and recap

APPROX. 3 MINUTES

Measures of understanding

Students can identify how dynamics and tempo are used in *Scenes from Childhood* in a class discussion.

Watch and listen	Listen to Schumann's <i>Scenes from Childhood</i> again (Video #1). Ask students to think about the use of dynamics (loud / soft) and rubato (small changes in tempo / speed).
Discussion	Discuss as a class: <ul style="list-style-type: none">• Is there any correlation between changes in dynamics and changes in tempo?



Canberra Symphony
Orchestra

LESSON 5.2

Changing the national anthem

APPROX. 12–17 MINUTES

Measures of understanding

Students can change tempo and dynamics in a known song and can explain **what** they have done, **why** they have done it and the **impact** on mood and meaning.

Activity	Sing Advance Australia Fair. You may like to use the backing track (Video #2). <i>You can use any song that students know well.</i> Use some of the vocal warm-ups from Lesson #4.4 before singing the anthem, especially if you're doing this activity in the morning.
Activity / discussion	As a class, brainstorm how you could change the dynamics in the piece. <i>If students have demonstrated the ability to work independently, you could do this in groups of three or four.</i> <u>Discussion prompts</u> <ul style="list-style-type: none">• Are there any connections between dynamics and lyrics? <i>For example</i> – are the more important lyrics louder?• Are there any connections between dynamics and different sections of the piece? <i>For example</i> – Are the dynamics of the middle section (“Our land abounds...”) different to the opening? <u>Dynamics</u> <ul style="list-style-type: none">• crescendo = gradually becoming louder• diminuendo = gradually becoming softer• pianissimo (pp) = very soft• piano (p) = soft• mezzo piano (mp) = moderately soft• mezzo forte (mf) = moderately loud• forte (f) = loud• fortissimo (ff) = very loud Explore a few different suggestions from students and test them without the backing track. Discuss which ideas were most effective and why.



Canberra Symphony
Orchestra

LESSON 5.2

Changing the national anthem (cont.)

Activity / discussion	As a class, brainstorm how you could change the tempo and use <i>rubato</i> in the piece. Use the same discussion prompts as with dynamics to encourage students to think about <i>why</i> they are making certain choices.
Activity / discussion	Perform the changed version as a class and discuss: <ul style="list-style-type: none">• How is it different from the original? Has the mood changed?• Is it more or less effective? Why? Discuss the 'message' of the national anthem i.e. it's about national pride and uniting a country. The anthem has a fanfare and it's bright and bold, which helps to convey the message. Encourage students to think about the impact changing dynamics and tempo has on the <i>mood and meaning</i> .