



Canberra Symphony
Orchestra

UNIT #5

Romantic expression and emotion (1800s)

MUSIC ACTIVITY LESSON PLAN 5.3			
Focus element	Dynamics and expressive techniques	Focus piece	Robert SCHUMANN Kinderszenen op. 15 (No. 1 in G Major) “Scenes from Childhood”
Learning type	Exploration	Lesson length	Approx. 20–40 minutes
Resource links	Video #1 SCHUMANN “Scenes from Childhood” www.youtube.com/watch?v=lnA4womSarQ&list=RDlnA4womSarQ&start_radio=1 Video #3 How a piano works https://www.youtube.com/watch?v=t4hX9KBAJsY		
Learning objectives	Students will investigate the use of and change in instruments in the Romantic period.		
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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How does a piano work?

APPROX. 5 MINUTES

Activity / discussion	<p><u>If you have a piano at school</u></p> <p>Lift the lid of the piano up and play notes with the ‘damper’ pedal (far right, sustain pedal) down while students watch.</p> <ul style="list-style-type: none">• Can they see why the notes are continuing to ring? <i>(The felts are lifted and not replaced as the key is released, therefore the string continues to ring.)</i> <p><u>If you don’t have a piano at school</u></p> <p>Watch Video #3 explaining how a piano works.</p> <p>Explain to students that the ‘damper’ pedal stops the hammers from returning to the strings, so the sound continues to ring out.</p>
Watch and listen	<p>Listen to <i>Scenes from Childhood</i> again (Video #1).</p> <ul style="list-style-type: none">• Can you hear the use of the damper pedal? <i>(It sounds smooth and joined together.)</i>



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Research task

APPROX. 15–40 MINUTES

Measures of understanding

Students can use research skills to look at the development of an instrument over time and present this information clearly in the chosen format.

Activity	<p>Explain to students that the Romantic period was a time of great change and mechanical development, including for instruments.</p> <p>Have students work individually or in pairs to research an instrument they play and / or have an interest in.</p> <p>Have students present / display / share their findings.</p> <p>You may like to use a format that you are focusing on in class e.g. information text, speech, explanation.</p> <p>Use the below research questions to guide the project.</p> <p><u>Research questions</u></p> <ul style="list-style-type: none">• When was the Romantic period?• What was the main idea / philosophy of the Romantic period? <i>(Emotions, expressing how you felt etc.)</i>• What is your chosen instrument? What family of instruments does it fall into? <i>(strings, woodwind, brass, percussion, etc.)</i>• How long has your instrument been around for? If it didn't exist in the Romantic period, what instrument did it originate from? <i>For example – the saxophone is very similar to the clarinet and the flute.</i>• Explain the development of your instrument over time. <i>For example – the electric guitar can be traced back to the earlier lute. Guitar strings used to be made of gut, now they are made of nylon or steel etc.)</i>• Were there any changes to your instrument over the Romantic period?• Play or find a video/recording of your instrument
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