



Canberra Symphony
Orchestra

UNIT #5

Romantic expression and emotion (1800s)

MUSIC ACTIVITY LESSON PLAN 5.5			
Focus element	Dynamics and expressive techniques	Focus piece	Robert SCHUMANN Kinderszenen op. 15 (No. 1 in G Major) “Scenes from Childhood”
Learning type	Responding	Lesson length	Approx. 20–30 minutes
Resource links	Video #4 SCHUBERT The Erlking https://www.youtube.com/watch?v=JS91p-vmSf0		
Learning objectives	Students will investigate the connection between poetry and music.		
Australian Curriculum alignment	ACAMUR088 Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUM088		



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LESSON 5.5

Listen and discuss

APPROX. 5–10 MINUTES

Measures of understanding

Students contribute to class discussion on how characters have been portrayed in the song.

Watch and listen	Listen to Schubert's <i>Erlking</i> (Video #4). Schubert composed during the Romantic period. This piece depicts a father carrying his very sick son on horseback through the night to seek medical aid.
Discussion	Discuss how Schubert conveys the story. <ul style="list-style-type: none">• Can you hear an instrument that sounds like it is depicting a horse? What is the horse doing? <i>(Piano – galloping – triplet pattern, repetitive and fast)</i> There are four characters in the song: narrator, father, son and the Erlking. <i>The Erlking is king of the fairies and symbolises death.</i> <ul style="list-style-type: none">• How does the singer's voice change for each character? <i>(Narrator – normal; father – frantic and deep; son – higher and frail; Erlking / death – calm, welcoming, eerie)</i>



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Research

APPROX. 15 MINUTES

Measures of understanding

Students demonstrate research skills by addressing key questions as a group.

Activity	<p>Explain to students that Schubert used the poetry of the famous German poet Goethe for the <i>Erlking</i>.</p> <p>Have students work in groups of four to research Australian poets who were writing during the Romantic period, using the below questions as a guide.</p> <p><i>For example</i> – the earlier poetry of Henry Lawson and Banjo Paterson. Either provide a list of options or allow students to select their own poet.</p> <p><u>Research questions</u></p> <ul style="list-style-type: none">• What was the date of birth and death of your poet?• What were some of their most famous poems? <p>Prepare a poem to recite to the class. For long poems, prepare a short segment / excerpt.</p>
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Presentation

APPROX. 5 MINUTES

Measures of understanding

Students can concisely share their findings and the findings of other students with peers.

Activity	Create a circular station presentation: <ul style="list-style-type: none">• Half the group (two students) stays at their station to present their research findings, while the other half of the group moves to the next station.• With every rotation, the incoming group stays at the new station and presents information to two new students.• This gives every student the opportunity to present information. Alternatively, use a presentation format you are focusing on in class.
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