

WA Mozart - 1st movement from *Symphony No 40 in G minor*, K 550 (Topic: Classical Music, MANDATORY)
Lesson plan ideas by Rachel Hocking

About: This is an accessible Classical work that uses a clear sonata form, clearly delineated instrument roles, singable melodic lines. The work is written by a well-known Classical composer, though not all school students will have heard of Mozart. This piece is ideal as a first Classical piece. The activities listed below are intended for a Year 7 class.

Musical Elements: *Tone Colour*

This piece uses standard orchestral instruments in a traditional Western way. The instrumental family roles are clearly delineated. The contrasts between the light string sections and the full orchestra sections are particularly engaging to students who haven't heard a lot of orchestral playing before.

Musical Elements: *Duration*

This work has simple rhythmical lines that can be easily read and played. The tempo and time signature are straightforward, but the piece is engaging because of its driving pace.

Teaching Activity: *Composition/Creativity - Notating Rhythm*

With the class, analyse some of the most used rhythmic motifs from this symphonic movement. Clap these rhythms and ask students to write these down. As a class, write a new pattern from different combinations of these motifs. Demonstrate how this is done and ask students to clap the new pattern. Give students a new set of motifs and ask them to write their own pattern from combinations of these. Have students perform these to the class either using body percussion or non-tuned instruments.

Teaching Activity: *Aural - Jumpstart Score Reading*

Hand out a copy of the entire first movement of this symphony to pairs of students, so they can help each other follow the score. Explain the order of instruments and how the staves are linked together. Show students where Violin 1 is, as they will be following this part. Ask students to highlight beginning of this part on each page. Listen to a little of the recording and ask students to clap the beat with the recording - count in 2s, simple duple time. This is the speed for their score reading. Explain that on beat 1, they should see a bar line (bar lines are a good visual cue). Play the music and ask students to read along while counting. As they become more confident, add extension reading activities such as following Violin 1 notes rather than bar lines, choosing another instrument to follow, moving between two instruments such as the Violin 1 and Flute 1, and moving between instrumental family groups.

NB The score is available for free from ISLMP but needs to be copied back to back (less page turns). Use an IWB copy for demonstration of each step.

Teaching Activity: *Musicology - Instruments of the Orchestra*

Hand out the activity sheet on the instruments of the orchestra (see appendix). Watch the Vancouver Symphony Orchestra's performance of *Peter and the Wolf* (Prokofiev) <http://www.youtube.com/watch?v=MfM7Y9Pcdzw> - this 30 minute video firstly introduces each instrument and shows close ups of the instruments being played before the piece begins. Ask students to fill in their activity sheet while watching the video. Compare responses after the video ends.

Teaching Activity: *Performance - The Orchestral Song*

Divide students up into orchestral families. Through imitation each each separate part of *The Orchestral Song* (see appendix) to each family as required - melody and instrumental playing actions. Perform altogether as a class, but vary the texture by adding or removing families. Show students the score and ask them to perform while reading the score.