

## Music Lesson Plan topic – Chronology

### Lesson 1 of 6

Focus: Year 1/2

#### Key Learning Objectives:

- To listen and respond to music from the Renaissance era verbally and through dance.
- To compare different types of music from the Renaissance era.

**Inter-related music dimensions covered:** Pitch, dynamics, tempo, pulse, texture, duration, timbre.

#### Starter activity:

*Matching sounds:* Seat the children in a circle and put a chair in the middle. Have several pairs of instruments for e.g.: two bells, two tambours, two wood blocks, two glockenspiels, two triangles. Put one instrument out of each pair in front of the chair and the other behind. Choose a child “Child 1” to come and sit on the chair with their back to the second set of instruments. Choose another child “Child 2” to come and play an instrument behind Child 1. Child 1 must then listen and play the corresponding instrument in front of them. Develop this by asking “is this a high pitch, a low pitch, or a pitch in the middle?” You could develop this game further by asking Child 2 to play loudly (*forte*) or softly (*piano*) or getting louder (*crescendo*) or getting softer (*diminuendo*) and Child 1 must copy this on the correct instrument.



#### Main focus:

Tell the children that you will be playing two pieces of music. They must put their listening ears on and close their eyes as they listen. You could call this a “Listening Space” and each time they listen they could whisper the words “Sit still. Sit quietly. Close your eyes. Listen”

For this listening space, play the children two pieces; one by Palestrina and one by Monteverdi. The children will be comparing them.

Play the first one ‘*Jesu, rex admirabilis*’ <https://www.youtube.com/watch?v=BXQuOQccCWA>

What did the music make the children think of? They may say that it sounds like music you would hear in a church. Is the music vocal or instrumental? Voices only. Can they hear only one voice or many? There is a choir singing in 3 parts. Only women’s voices/men’s or mixed? Both. Are they all singing the same melody or are they singing different melodies? This is called **Polyphony**, when each voice has an independent line that weave in and out of each other in harmony. The composer was a man called **Giovanni Palestrina**. Show his picture. He came from Rome. Does anybody know what country Rome is in? Put his picture on the map on Italy. [you will need to print out and create an A3 version of the map] He wrote in the **Renaissance** period, which was about 500 years ago. Put the second picture on Renaissance on the timeline. He mostly wrote pieces of music for people to sing *a capella* without instruments, and he wrote a lot of music to be sung in church (sacred music).



Giovanni Palestrina  
1400 - 1600

Play the second piece by Monteverdi 'Zefiro Torna' <https://www.youtube.com/watch?v=020L1rGinng>  
 What is different about this piece from the first? It is faster, it has instruments as well as female voices, it sounds happier and bouncier. What do you think you can do when you are hearing this piece that you can't really do when you are listening to the first one? Dance. This was a piece of music written specifically for people to dance to. It is called a **Ciaccona** (pronounced Sha-koh-na). The composer of this one was called **Claudio Monteverdi**, and he was also from Italy. Put his picture on the map. He lived at around the same time as Palestrina but he composed in a very different style of music! He wrote music for very rich lords and ladies in courts, where the kings and queens lived, to dance to.

Tell the children that they are going to pretend to be fancy rich lords and ladies of the court and that they are going to learn some new dances to dance to Monteverdi's music. Divide the class into two groups (boys and girls), so that they facing each other in a line, and memorise who their partners is. Tell them that they will be practising a few different steps, and then will be putting all the steps into a routine. Remind the children that in Monteverdi's day, the Lords and Ladies wore very elegant, decorative and heavy clothing (show ppt slides) and so they couldn't dance very fast. They had to dance slowly and graciously, so we will pretend we are wearing these clothes when we dance.



Here are some simple steps to teach:

**Pavane:** Play 'Pavanne' by Tielman Susato a Renaissance composer who lived in Antwerp. <https://www.youtube.com/watch?v=cv2Eq35cn8s>. This slow, "walking" dance that gave the dancers a chance to show off their fancy clothes and gowns. It was usually the first dance of the night.

Get group 1 in a circle on the outside, and group 2 in the inner circle. Then they grandly parade in three step intervals, one, two, three, pause, one two three, pause, bowing to each other (they could bow or curtsy – just bending the knees – in the pause), until they have reached the point where each person has passed their partner in the other group and everyone has "seen" each other's' fancy clothes, back to the beginning position where they are all facing their original partners. If you have a lot of space, instead of a circle, they could do this in two lines.

Get the children in a line facing their partners. Practise all of these steps very slowly to start with, and then speed up as the children get to grips with them.

**Singles and Doubles** - These are simply steps forward or backward, usually starting with the left foot and bring the other foot to meet it, and then backward the same. You can say "forward together, backward together" very slowly as they practise the step. Don't spend too long on this step!

**Arming** – Take partner's right elbow and circle each other slowly, one, two, three, four, then switch elbows and circle each other the other way, one, two, three, four.

**Plenary:** Powerpoint Quiz (see resources).

**Opportunities for mastery:** Get children into groups of about 6-8. Have them practise the routine by themselves and then perform them for the rest of the class if they feel confident enough to do so. They could then make up their own slow elegant step or steps and teach the rest of the class.

**Keywords / vocabulary:** Renaissance, Palestrina, Monteverdi, Susato, polyphony, ciaccona, pavanne, crescendo (getting louder), diminuendo (getting softer), piano (soft), forte (loud).

**Self-assessment opportunities:**

- I can identify differences between two pieces of music from the same era.
- I can learn different dance steps and dance them in time.

**Resources:** Renaissance dress pictures and quiz Powerpoint, youtube clips, pairs of a variety of instruments, space to move around in, recording equipment, (camera or ipad), pictures of the composers, timeline.

**Opportunities for sharing work e.g. by recording, notation:** Record children dancing the Renaissance steps using ipads or a camera.

**Music Assessment: R, Year 1 and 2 Chronology Lesson 1**

You only need to note the names of children who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

Names of any children who do not meet the learning objectives for this lesson	'I can' assessment criteria	Names of any children who exceed the learning objectives for this lesson.
	<ul style="list-style-type: none"> <li>• I can identify differences between two pieces of music from the same era</li> <li>• I can learn different dance steps and dance them in time</li> </ul>	
Notes:		