# Fall in love with music - How listening affects us.

**ABC ME screening details: Friday** 29 May, 2020 at 1:35pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/fall-in-love-with-music) after the scheduled screening time.

**Key learning areas:** Music

**Level:** secondary Stage 4

**About:** What happens to us, psychologically-emotionally, when we listen to classical music? Open-mindedness and flexible thinking as prerequisites are explored using visual puzzles and musical examples.

## Before the episode

1. How is music like a puzzle?
2. Why do we become emotionally moved by music?
3. Consider the concepts of music. Which concepts help create suspense and surprise in music?

## During the episode

1. Write a definition of a cadence.
2. How is repetition used in Handel’s No.7 Fugue at 00:12:08?
3. List the instruments (in order) while listening, that play the repetitive phrase throughout the fugue.

## After the episode

1. Write a response describing the use of pitch, structure and tone colour in Handel’s No.7 Fugue?
2. How does Rachmaninov build and release tension in his composition at 00:22:00?
3. Since watching the episode, how has your answer your understanding of the connections between music and a puzzle changed?

**Follow-up activity:** Compose a *fugue* for a new ring-tone, concluding with a perfect cadence. Notate your composition on a score.

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* Respond to musical concepts and terminology through listening and analysing.
* Identify and value the emotive capabilities of music.
* Aurally recognise and develop an improved understanding of the concepts of music.

## Resources

* Staff paper for follow-up activity.

## NSW Music 7-10 Syllabus outcomes

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| Stage 4 | Stage 5 |
| **4.7** demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas | **5.7** demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts |
| **4.8** demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire | **5.9** demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study |
| **4.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform | **5.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform |

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