

EPISODE 2: Bach to the future

How did Bach influence the future of music?

STUDENT LEARNING GOALS:

- Students will read about the life of Johann Sebastian Bach and listen to and/or perform the Brandenburg Concerto No. 2 first movement.
- Students will demonstrate an understanding of conducting and performing in a 2/4 meter.
- Students will demonstrate an understanding of basic AB and ABA form by creating movements, a storyboard, writing a song, writing a poem, ect.

ACTIVITY 1: 20-25 MIN

- Teacher plays a video performance of Bach's Brandenburg Concerto No. 2. (till 1:10)
- Teacher asks, "What did you see/hear/notice in this performance?" (share orally with partner, write, or record response)

-This piece of music is a concerto because there are 4 soloists playing with a chamber orchestra (violin, oboe, recorder, and trumpet).

-Review and explain how each instrument makes sound (String, Woodwind, Brass).

-Teacher and students ([read about Johann Sebastian Bach and the Brandenburg Concertos below](#))

- Johann Sebastian Bach was born in Germany in 1685. He learned violin and harpsichord from his father, and organ from his uncle. Bach created hundreds of musical compositions, including works for choir, orchestra, and individual instruments. Among his many masterpieces are the six Brandenburg concertos for orchestra and soloists. Bach worked as a musician and composer in churches and in the service of German noblemen in various cities.

-Bach's Six Brandenburg Concertos are pieces of music written for soloists and a small orchestra. These pieces showcase multiple instrumental soloists which was a new way of composing during that time period. The pieces get their name because they were dedicated to the Duke of Brandenburg.

-Explain that a chamber orchestra is a small ensemble. Most orchestras were smaller during this time period (early 1600's - 1750) and large performance halls weren't very common during this time.

-Listen to 2:00 of Brandenburg No. 2 and tap along on Episode 2 listening guide. ([see Episode 2 worksheet](#))

-After tapping along, set movement expectations for each section of the beginning of Brandenburg, or have students create movements, or perform on classroom instruments.

-Teacher and students practice movements for the A and B section and then assign movements for each instrumental soloist for Brandenburg 2 while listening.

ACTIVITY 2: 10-15 MIN

-Ask students, "what does a conductor do?" (share orally, write, or record responses.)

-Explain that a conductor helps keep time, and communicates the music from the ensemble to the audience. Conductors may keep time with one hand and give cues with their other hand.

-Ictus - invisible table that helps make the steady beat very clear.

-Baton - a conductor may use a baton while conducting to show clear beat patterns to the ensemble.

- Cue - shows when an instrument should start and stop, or something important is happening in the music.
- Show students each beat motion and have students echo while saying the beat/direction (i.e. down, up) (1 + 2 +)
- Teacher and students conduct Bach's Brandenburg Concerto No. 2 together.
- Bonus: practice conducting with one hand and cueing with the other.

ACTIVITY 3: 20-25 MIN

- Reviews AB sections in Bach's Brandenburg Concerto No. 2 and play till 1:19 for class
- Introduce song form and how composers arrange or construct music in certain forms like how a modern song has a verse, chorus, verse.
- Explain ABA form and play Joseph Bolougne's Overture L'amant Anonyme: II. Andante till 2:00.
- Teacher asks "How is L'amant Anonyme different from Brandenburg Concerto No. 2?"
 - Brandenburg is a piece of music from the Baroque Era before the Classical Era.
 - The music was more complicated and had many layers of sound.
 - Different instruments playing
 - Song Form AB

-Teacher and students follow the [listening map for L'amant Anonyme Overture II. Andante \(Episode 2 continued worksheet\)](#).

- L'amant Anonyme (Anonymous Lover) is from the Classical Era
- This piece features a simplified melody that you could sing
- Only strings playing
- Song form ABA

-Explain/review how composers arrange or construct music in certain forms like how a modern pop song has a verse and a chorus. Teacher explains that students will demonstrate an understanding of basic AB and ABA form by creating movements, learning on an instrument, drawing a storyboard, writing a song, writing a poem/mantra, ect. for each form.

-AB: AA BA BA BAA

-ABA: AA BB AA

Links, Resources, and Recommendations:

Audio:

[Johann S. Bach - Brandenburg Concerto No. 2, I. Allegro](#)

[Joseph Bologne - L'amant anonyme, II. Andante](#)