

SCUOLA SECONDARIA DI PRIMO GRADO I.C. BOSSI BUSTO ARSIZIO

DOCENTE DI VIOLINO: STEFANIA GERRA



LEARNING UNIT

TITLE Ouverture "Guglielmo Tell" G. Rossini

Type of school	Secondary School class 2	
Subject involved	Music - violin	
Duration of Unit/N. of lessons 5	7 hours	
TEACHING AIMS <ul style="list-style-type: none">• To make learners aware about the CLIL method• To enable learners to know how to play different lines of music together• To enable learners to get into opera and music in the theatre• To help learners understand that learning can be achieved in a second language		
LEARNING OUTCOMES		
Most learners should know: <ul style="list-style-type: none">• What CLIL is• Stairs structure:major , sharp and flat• Music in the theatre• Life of Rossini in short• The instruments : wind instruments,string• Voices (singers)• Different rhythms	Most learners should be able to: <ul style="list-style-type: none">• To learn violin and music subject specific language in English• To play the same rhythm and tune with other students• Use new vocabulary related to music and opera• Cooperate playing and/or singing together	Be aware of: <ul style="list-style-type: none">• The CLIL method• Their own ,relative and absolute tune• The difference between different bow strokes• The importance of music as a language to express moods and feelings

CONTENT

- Italian opera
- Grand opera'
- Rossini and his time
- Violin bow strokes
- Be careful about the right and pleasant sounds
- Glossary

COMMUNICATIONS

New vocabulary, English notes

<p>Language of learning</p> <ul style="list-style-type: none"> • Verbs: to play, to put, to imitate, to listen, to imagine • Nouns: technical words (word bank), Violin parts, opera, theatre, different instruments • Qualities of sound and music: pitch (high, low), duration (long, short), loudness (loud, soft), timbre (deep, full); quick, slow, loud, energetic, gentle, sad, bright, relaxing, scary, brilliant • Instruments and musical objects: strings (violin, viola, cello, double bass), string quartet, bow instruments, piano, • Voices: • soprano, mezzo soprano, alto, baritone • Theatre music: • conductor, stick, orchestra, rehearsal, entrance, stage, audience, actors 	<p>Language for learning</p> <ul style="list-style-type: none"> • Structure: simple present, can, past simple <p>Es: the conductor uses a stick A soprano can sing a song A basso can't sing like an alto Rossini was born in Pesaro</p>	<p>Language through learning</p> <p>Language that emerges in carrying out tasks</p>
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COGNITION

The students learn and remember some of the main events in Rossini 's life, an overture structure, what opera is.

They get to know very important theatres like Teatro Alla Scala and the Opera' in Paris .

CULTURE

Awareness of the differences between some musical instruments and some musical forms (overture , stairs ecc)

Self awareness of different tunes, name of notes (A=la B=si)and playing together different music lines.

Citizenship: cooperating with others to achieve a common goal (playing a piece) and share the commitment for a successful performance.

Resources

Video, scores and teacher examples

LEARNING UNIT 1,2,3

TITLE G major and "Guglielmo Tell"

Type of school	Secondary School class 2
Subject involved	Music - violin
Duration of Unit/N. of lessons 2	3 hours
TEACHING AIMS <ul style="list-style-type: none">• To make learners aware about the CLIL method• To enable learners to understand the English words for notes• To help learners understand that learning can be achieved in a second language	

LEARNING OUTCOMES

Most learners should know:

- What CLIL is
- Stairs structure: major , sharp and flat
- What an overture is
- The differences between instruments (strings, brass ...)

Most learners should be able to:

- learn violin and music subject specific language in English
- play the same rhythm and tune, (G major) with other students

Be aware of:

- The CLIL method
- their own , relative and absolute tune

CONTENT

- Glossary
- Overture structure
- G major, the most important notes for this stair

COMMUNICATION

New vocabulary, English notes

<p>Language of learning</p> <ul style="list-style-type: none"> • Verbs: to play, to put, to imitate, to listen, to imagine • Nouns: technical words (word bank), Violin parts, opera, theatre, different instruments • Instruments and musical objects: strings (violin, viola, cello, double bass), string quartet, bow instruments, piano, • Voices: • soprano, mezzo soprano, alto, baritone • Theatre music: • conductor, stick, orchestra, rehearsal, entrance, stage, audience, actors 	<p>Language for learning</p> <ul style="list-style-type: none"> • Structure: simple present, can, past simple <p>Es: the conductor uses a stick A soprano can sing a song A basso can't sing like an alto Rossini was born in Pesaro</p>	<p>Language through learning</p> <p>Language that emerges in carrying out tasks</p>
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COGNITION

The students learn and remember the English words for notes.

They learn to recognise the different instruments

The Students develop the awareness of playing different lines and different sounds without making mistakes

CULTURE

Be aware of the differences between some musical instruments and some musical forms (ouverture , stairs ecc)

Self awareness of different tunes, name of notes

Special rhythm of Guglielmo Tell, play staccato correctly

Resources

Video, scores and teacher examples

Lessons plan 1 Teacher's notes

Introduction “The worst teacher “, what should never be done!

<https://m.youtube.com/watch?v=WOQaK7NHY>

Glossary Violin words

Different name of the notes, in English

La=A

Si=B

Do=C

Re=D

Mi=E

Fa=F

Sol=G

Everybody has to tune with a special note A , the same note all over the world.

<https://vimeo.com/17817107>

Notice that we can play the violin in every kind of music and group.

G major let's play together

This is the tune of our lessons, this is the tune of “ Guglielmo Tell”

Lesson plan 2 teacher's notes

Revisiting and starting from the previous content, G major

Warming up, playing together

and revising the violin vocabulary.

listening and watching a video of the overture.

https://makingmusicfun.net/html/f_mmf_music_library/hey-kids-meet-gioachino-antonio-rossini.php

Together with the students trying to get to know the different instruments and different timbres.

Analysing the structure of an overture.

writing together a word list in English.

Students in groups of 3 and the teacher practicing the most important notes in g major (G,B and D) the rhythm of Guglielmo Tell

The teacher shares the music sheet with the students and assigns homework for the following week .

The Students have to practice both the lines.

Lesson plan 3 Teacher's notes

- * brainstorming about the first 2 lessons
- * Glossary: opera words
- * Teatro alla Scala , Milano
- * Some information about “Guglielmo Tell”
- * We start a rehearsal, playing together the two different scores. The students are divided into 2 groups and they play together.

Worksheets and materials/resources

Tabella 1-2

Ritmo	Rhythm
Indicazione di tempo	Time signature
Misura	Bar / measure
Alterazione	Accident
Linea di misura	Line bar
Legatura	Tie

Tabella 1-2

Ritmo	Rhythm
Punto	Dot
Diesis	Sharp
Bemolle	Flat
Bequadro	Natural
Timbro	Timbre
Spartito	Score
Indicazione dinamica	Dynamic marking
Arco	Bow
Violino	Violin
Manico (del Violino)	Handle
Crini	Horsehair
Dito	Finger
Più avanti	Further
Più indietro	Further back
Alto	High
Basso	Low

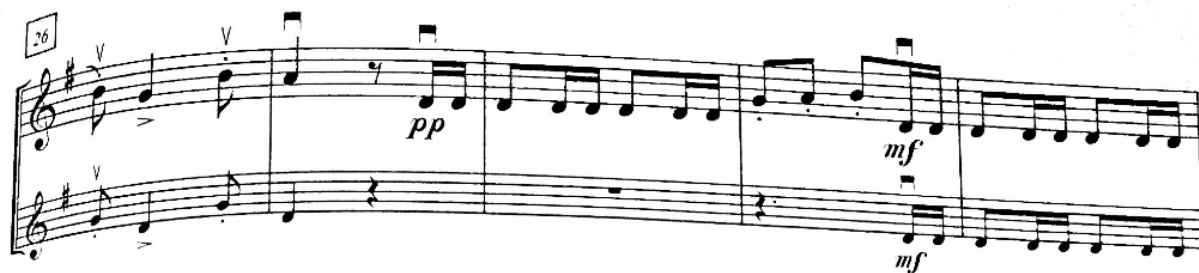
Tabella 1-3

Parole dell'opera	Opera words
Voci femminili	Female voices
Soprano	Soprano
Contralto	Alto
Mezzo soprano	
Voci maschili	Men voices
Basso	Bass

Tabella 1-3

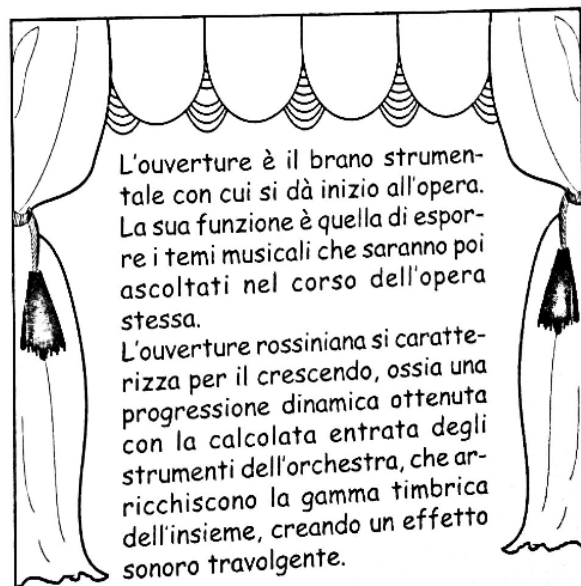
Parole dell'opera	Opera words
Tenore	Tenor
Baritono	Baritone
Teatro	Theatre
Palcoscenico	Stage
Retro palco	Back stage
Direttore d'orchestra	Conductor
Coro	Choir
Attori	Actors
Tiratore scelto	Marksman
Archi	Strings
Violino	Violin
Violoncello	Cello
Contrabbasso	Double bass
Viola	Viola
Legni	Woodwind
Flauto	Flute
Oboe	Oboe
Clarinetto	Clarinet
Ottoni	Brass
Trombe	Trumpet
Corno	French horn
Percussioni	Percussion instruments
Trombone	Trombone
Prova d'orchestra	Rehearsal

Overture (from French *ouverture*, lit. "opening") in music was originally the instrumental introduction to a ballet, opera, or oratorio in the 17th century .



Gioachino Rossini

nato a Pesaro il 29 febbraio del 1792
 morto a Passy, Parigi il 13 Novembre del 1868
 Figlio di musicisti, il padre strumentista di banda e la madre cantante, s'iscrive al Liceo Musicale di Bologna nel 1806. Debutta nell'opera a Venezia con la farsa *La cambiale di matrimonio* e nel 1812 rappresenta *La pietra del paragone* al Teatro alla Scala di Milano. Musicista versatile si cimenta con egual successo sia nell'opera seria - *Tancredi*, *Aureliano in Palmira* - sia nell'opera buffa - *L'Italiana in Algeri*, *Il Signor Bruschino*, *Il Turco in Italia*.
 Ma la sua consacrazione teatrale avviene quando, abbandonato il genere comico, si dedica al rinnovamento dell'opera seria. E' questo il periodo napoletano in cui realizza tre capolavori: *Mosè in Egitto*, *La donna del lago*, *Maometto*. Nel 1822 inizia la fase internazionale della sua carriera: dal 1824 si stabilisce a Parigi dove nel 1829 fa rappresentare il *Guglielmo Tell*, la sua monumentale opera d'addio al teatro. (continua a pag. 44)



The idea of an instrumental opening to opera existed during the

17th century. Peri's *Euridice* opens with a brief instrumental ritornello, and Monteverdi's *L'Orfeo* (1607) opens with a “toccata”, in this case a fanfare for muted trumpets.

OVERTURE is a piece of music played at the beginning of a play, opera or ballet in order to set the mood; also, an orchestral concert piece written as a single movement.

The Rossinian overture is characterised by a growing louder, a sort of harmonic progression achieved by a planned entrance of the instruments. The purpose is an overwhelming sound effect.

Teatro alla Scala

The theatre was inaugurated on 3 August 1778 and was originally known as the *Nuovo Regio Ducale Teatro alla Scala* (New Royal-Ducal Theatre alla Scala). The premiere performance was Antonio Salieri's *Europa riconosciuta*.

La Scala season opens on 7th December, Saint Ambrose's Day, the feast day of Milan patron saint. All performances must end before midnight, and long operas start earlier in the evening when necessary.

Above the boxes, La Scala has a gallery—called the *loggione*—where you can watch the performances at a lower cost.

The gallery is typically crowded with the most critical opera lovers, known as the “loggionisti”, who can appreciate or reject performances.

La Scala hosted the first productions of many famous operas, and had a special relationship with Verdi. For several years, however, Verdi did not allow his work to be played there, because he thought

that some of his music had been modified (he said "corrupted") by the orchestra.

(Extract from wiki, readapted)



William Tell is a legendary Swiss hero. He became famous because he started a process of rebellion against the cruel foreign tyrant: Gessler. According to the legend William Tell one day refused to bow down to Gessler. The dictator got angry and arranged a punishment for him: Tell had to shoot an arrow and split an apple on his son's head. Gessler thought it was impossible, but Tell was such a good bowman that he managed to do it.

Gessler had to set him free.



Tell became important as a symbol of freedom in the foundation of the Swiss Confederation.

GLOSSARY

To bow down to someone

inchinarsi

Tyrant

tiranno

To shoot an arrow

scoccare una freccia

Bowman arciere

To set someone free

lasciare libero (qualcuno)

All the materials, videos and images are for didactic purposes only .