

## Fun with Farandole

### Melody Lesson/Activity (K-3)

#### CORE CONCEPTS

**Melody** = A sequence of notes, often the main part of a song that you sing

Melodies can have different characteristics that set them apart

#### Objectives:

1. Students will define “Melody” and describe its role in music
2. Students will interpret and describe two contrasting melodies
3. Students will move their bodies in response to contrast melodies

#### Set-up and Materials:

You can access all of our resources on our website: <http://education.copperstreetbrass.org>

- A system to play music from a CD or online in the classroom
- CSB Resource CD or access to the above website to access audio tracks
- Ribbons, handkerchiefs, or other fun props for students to dance and move with
- A large paper or whiteboard to write down words that students share
- “Farandole Form” diagram for reference (and extension activities)
- “Farandole Melodies” resource for reference

## CD Tracks/Audio Files Listing for this lesson

CD Track	Track/File Name	Material	Song Title	Timing
1	01_Farandole	Entire Farandole song	“Farandole” from <i>L’Arlésienne</i> - Georges Bizet (arr. CSB)	3:08
2	02_MelodyExampleA	Melody 1	Excerpts from “Farandole”	0:16
3	03_MelodyExampleB	Melody 2		0:12
4	04_MelodyExampleC	Melody 1 & 2 trading		0:38
5	05_MelodyExampleD	Melodies 1, 2 and 3 together		0:34
6	06_MelodyExampleE	Melody 3 (see “extensions”)		0:11
7	07_MelodyExampleF	Melodies 2 and 3 trading		0:55

### Activities:

1. Begin the class/lesson with music playing. Use the “Farandole” track on the CD or on our website.
2. Once students are settled and seated you can stop the music. Tell them today we’re learning about MELODY. What does melody mean? Can you sing a melody?
3. Today we are going to listen to some melodies, use our words to describe them and use our bodies to show how they sound.
4. Play Example A (Melody 1). Students should use descriptive words to communicate what they hear. Write the words on the board.
5. Play Example A again. Have students communicate how the melody sounds using their bodies. This can be with facial expressions, moving in their seats, or getting up and moving their bodies. If you have the space to do dance movements, using ribbons or handkerchiefs is fun for students. They can refer to the descriptive words on the board to help guide their movements.
6. Repeat the process with Example B (Melody 2). Begin with words, then with movement.
7. Divide the class into 2 even groups, each with enough space to move and space between the groups. Each group is responsible for creating movements when they hear their melody played in the song. You might choose to quickly review each melody first. Using excerpt Example C (Melodies 1 and 2), allow the students to experiment with this. If you have time, switch groups by swapping each group’s place in the room and have them try the exercise again. It may be helpful to again refer them to the words on the board that describe each melody to guide their movements.
8. With the class still divided, try the above exercise one more time, now using Example D (Melodies together). What did they hear? How is that different that the previous exercise?

9. To close, play the entire song and have students stay in their previous groups or pick their favorite melody. Mostly this will be about having fun and moving to the music. Let them have a good time, and afterwards they can return to their original seats.

### **Evaluation:**

1. Students come up with different words to describe each melody. They can show a difference in facial expression and body movement related to each melody.
2. Students demonstrate they recognize the differences between the melodies by moving only when they hear the right melody when in the two groups.

### **Example Extensions:**

- Farandole has 3 melodies. You can use Melody 3 in addition to Melodies 1 & 2. Use Example E for Melody 3 and Example F to demonstrate Melodies 2 & 3 together. In Example D you will hear all 3 melodies.
- You can use this song to learn about the composer, Georges Bizet. There are three other songs by Bizet on our resources page (three songs from “Carmen”) that you might use to compare and contrast.
- Instead of body movements, you might have students use art supplies to draw stories about each melody, thinking of them as a “soundtrack”.
- With older students you can use this piece to explore the idea of form. The students might work in small groups or all together to draw out a diagram of the form of the piece, or use colored paper for each melody and arrange them on the floor. See the “Farandole Form” resource for a finished diagram.
- Farandole has been recorded many times in it’s original orchestral form. Use a recording of an orchestra playing the song and have students compare/contrast that recording to the CSB version.

#### **K-3 Music Standards:**

0.1.1.3.1 - Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts

0.4.1.3.1 - Compare and contrast the characteristics of a variety of musical works or performances.

#### **4-5 Music Standards:**

4.1.1.3.1 - Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.

4.1.1.3.2 - Describe how the elements and their related concepts such as pitch, tempo, canon and ABA are used in the performance, creation or response to music.

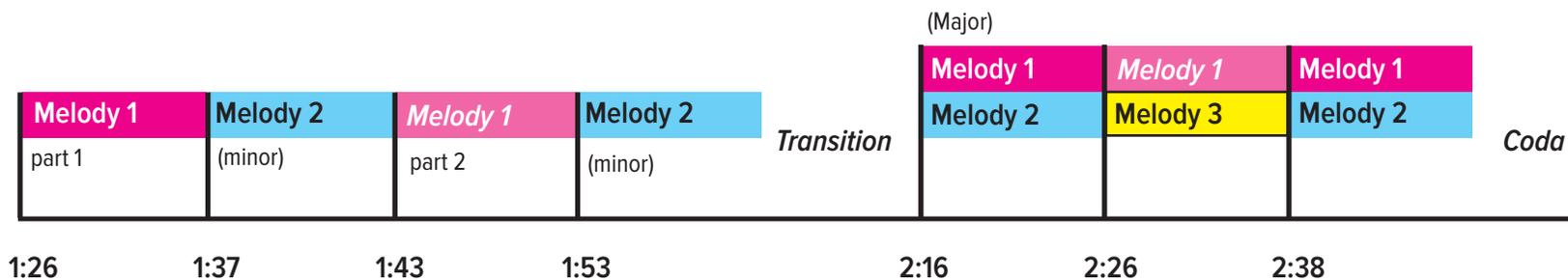
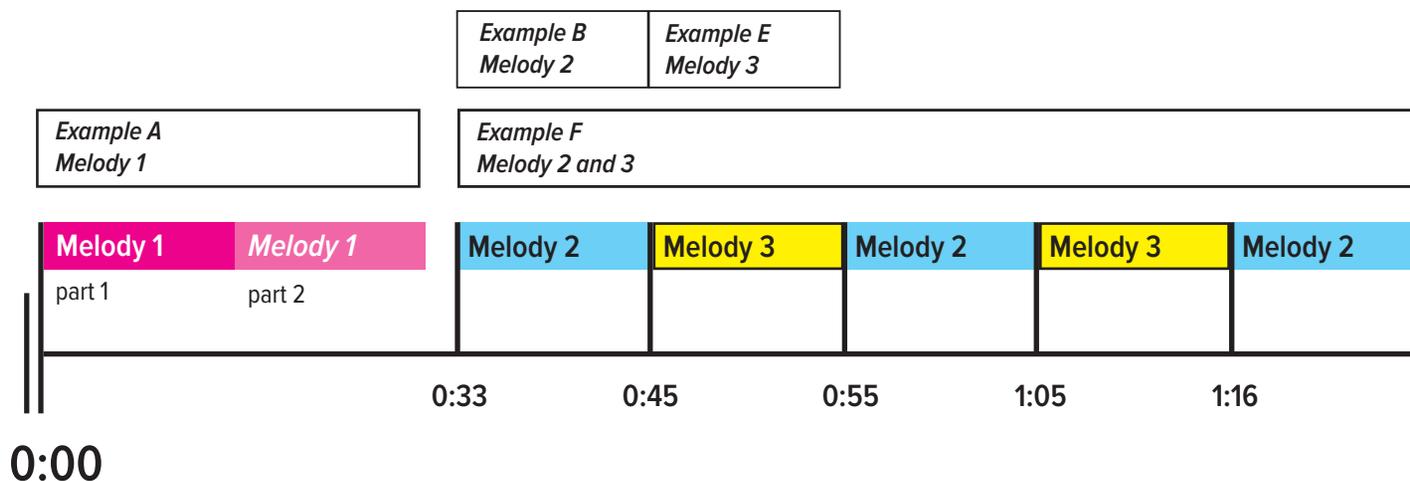


# Farandole Form

## Melody Lesson/Activity

Use with "Farandole" full track from Resources CD or online resource library

<http://education.copperstreetbrass.org>



3:04

"Farandole" from *L'Arlesienne Suite No. 2* by Georges Bizet, arr. CSB

Performed on "Christmas on Copper Street, Vol. 2", 2016

[www.copperstreetbrass.org](http://www.copperstreetbrass.org)

# Farandole Melodies

## Melody Lesson/Activity

Use with "Farandole" full track from Resources CD or online resource library  
<http://education.copperstreetbrass.org>



### Melody 1 part 1



### Melody 1 part 2



### Melody 2



### Melody 3

