

J.S. Bach Extension Activities

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To be used with the *I WRITE THE MUSIC*, Chapter Two: Johann Sebastian Bach and “Family Fugue” song found on pages 7, 8, 9 in the student magazine and pages 10, 11 in the teacher magazine of the October/November 2006 issue (Volume 7, No. 2).

Materials for the Extension

- Biographical information about Bach. [Editor’s Suggestion: Discover the Great Composers contains twenty-four posters and facts, each on a 9 x 12 laminated sheet. Item #09970392 is available from your preferred retail music store.]
- Post-it® Notes (enough for each student to have two or three separate sheets)
- Large poster board or construction paper with the headings FACT, RESPONSE, and QUESTION

EXTEND

1. In a future lesson or for extra credit, pass out or display the information sheet about Bach and give each student three Post-it® Notes. Instruct the students to read silently for about five minutes. As they read, they should write down a FACT and a RESPONSE to the material. Students should also write a QUESTION, something else they would like to know about the composer.
2. As the Post-it® Notes are filled out, students should place them under each category on the board or poster.
3. When all the Post-it® Notes are in their proper place, select three students to collect the sheets and put them on a file folder. While the sheets are being collected, divide the class into three groups. Assign the student collectors to a group and instruct them to organize the sheets into a readable order. Each group will share its information, and should determine what its members will read for the class presentation.
4. The QUESTIONS may be used for extra-credit projects or short essays.
5. Optional: The FACT and RESPONSE sheets could be organized onto a poster or large piece of construction paper to be laminated and displayed for a composer bulletin board. Throughout the Composer Chronicles series, posters of this sort could be made for each composer and a collection created for the entire year.

FUTURE EXTENSION

1. If time permits during the class session, include this, beginning after step seven of the lesson plan. If using this during a different lesson, begin by having the students sing “Family Fugue.” During the A section, move your hands in the air showing the descending bass line notes.
2. When the song is finished, assign students to a set of bells, or a tone chime, according to your classroom procedure and available instruments. Designate who will play what notes. (Perhaps a few students will be playing a full set of notes and will have more note reading responsibilities.) Be sure that all students can see the chart or board that displays the notes to be played. Instruct the students to play their note when it happens in the music. Remind them to watch the conductor (teacher first) and to play when the note is pointed out. Students who might not be playing a bell should show the note movement in the air or on their lap, staying with the beat. These bells will be playing along with the A section of “Family Fugue.” Play the song on the CD. Repeat as necessary.
3. When the students have had the experience of performing the pattern of the bass line. Tell them that this is called a “walking bass” and is found in jazz and boogie-woogie music.