

# Handel Minuet from Suite No.1 in F Major

Teacher Resources

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Information



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## Introduction

Handel was born in 1685 in Germany and died in 1759 in London, England.

In 1717, King George I asked Handel to provide music for an orchestra of about 50 musicians, who would perform on a barge on the River Thames. Handel provided about an hour's worth of music for the performance and King George listened from another barge, nearby. It's said that King George was so delighted with the performance, he asked for the music to be played three more times!

The performance was a huge event. People lined the banks of the River Thames, and all types of boats were in the water. Afterwards, the music performed on the barge became known as Water Music and was later published.

The Minuet was a popular dance style of the 1700s often featured in collections of dance music called suites. It was a slow, dignified dance with 3 beats in a bar and an ancestor of the waltz.





### Move to the Music

1. While teacher keeps a beat ask children to move freely around the classroom in response to the following words:

- a. slow
- b. high
- c. sloppy
- d. playful
- e. polite
- f. smooth
- g. bouncy
- h. painful
- i. stiff

2. Play the Minuet and ask the students to move in a way that shows the character of the music.

[CLICK HERE to Listen to Minuet](#)

3. Use scarves/ribbon to move slowly, gracefully, politely - words describing the Minuet as the piece is played.

4. The piece has 3 beats in a bar. Learn the pattern: (slap knees, chest, click)

5. Perform the body percussion pattern with the music.





### Listen to the Music

1. Listen to the music and discuss which words best describe the character of the music.

[CLICK HERE to Listen to Minuet](#)

2. Ask students to identify what in the music gave those clues.
3. Listen again and ask the children what instruments they can hear?
4. The tune of this piece is made up of patterns that either jump around or have lots of repeated notes. As the piece is played again ask students to show the repeated notes and the jumps moving their hands up and down in the direction of the pitch





## Perform the rhythms

1. Students learn the rhythm of this word pattern while saying the words:

Musical notation in 3/4 time. The first measure contains a quarter note (Hey), an eighth note followed by a sixteenth note (can), and another eighth note followed by a sixteenth note (you). The second measure contains a quarter note (do), an eighth note followed by a sixteenth note (a), and another eighth note followed by a sixteenth note (Min). The third measure contains a quarter note (u), an eighth note followed by a sixteenth note (et), and another eighth note followed by a sixteenth note. The piece ends with a double bar line.  
Hey can you do a Min - u - et?

2. Students clap the rhythm, saying the words in their heads.
3. Students learn the response word rhythm:

Musical notation in 3/4 time. The first measure contains a quarter note (Does), an eighth note followed by a sixteenth note (it), and another eighth note followed by a sixteenth note (go). The second measure contains a quarter note (like), an eighth note followed by a sixteenth note (this), and another eighth note followed by a sixteenth note. The third measure contains a quarter rest (Move), an eighth rest followed by a sixteenth rest (move), and another eighth rest followed by a sixteenth rest. The piece ends with a double bar line.  
Does it go like this? (Move move)

NB- 'move move' requires students to do a 2-beat movement.

4. Students clap the rhythm -without the movement counting 2 beat's rest.
5. Divide class into 2 groups one claps the first rhythm and the second answers with the second rhythm.
6. Listen to the excerpt – when students hear “their rhythm” they raise their hand.

[CLICK HERE to Listen to Minuet](#)





## Create a body percussion rhythm

1. Students invent a 3-beat rhythm using body percussion
2. Have students practice their pattern to the music
3. In groups, devise 2 contrasting 3-beat patterns using rhythm vocabulary of the performance activity.
4. Ask each group to rehearse their patterns with the music, calling out 'change' after 8 times through to practice swapping from one pattern to another.
5. Sit the class in a circle and have each group choose one of their patterns. Each group plays their pattern 4 times before passing to the next group.

Keep moving around the circle for the length of their piece.

