

CANADA MOSAIC



RHYTHM & MELODY: Wade Hemsworth's *Log Driver's Waltz*

TEACHER WORKSHEET: GRADES 3–6

This orchestral arrangement of a charming Canadian classic provides your students with the opportunity to experience how the musical elements of rhythm and beat are layered together in an ensemble. Age-appropriate learning related to this element includes learning to count along with a piece of music and listen for these different layers. “Log Driver’s Waltz” is in 3/4 or waltz time, and, in this performance, you will hear the *beat* (or steady pulse) on beat one, which gives the rhythm a sturdy structure; the *accompaniment*, which has a more complex but repetitive rhythm; and the *melody*, which is the most rhythmically complex and varied element. This lesson plan will help you and your students learn to identify these layers and then have fun embodying them through an engaging movement activity.

OBJECTIVES

- Learn to count in 3/4 time.
- Learn to identify the steady *beat*, the rhythmically repetitive *accompaniment*, and the more rhythmically complex *melody*.
- Exemplify these three parts by creating “Music Machines,” and internalize the rhythmic parts through movement.



STEPS

- As a class, watch the TSO perform “Log Driver’s Waltz” using the interactive video at [TSO.CA/Elearning](https://www.tso.ca/Elearning). Have different students volunteer to use the Melody Tracker to follow the principal line around the Orchestra. If the technology is available, students could also use the Melody Tracker individually or in partners.
- After you have tried this out several times as a class, listen again and see if you can count along with the waltz in 3/4 time: “**1**, 2, 3, **1**, 2, 3...” Notice how the first beat, played by the lowest instruments in the Orchestra, is stronger and creates a steady beat.
- Next, listen along for the other rhythmic parts. Can you hear how the melody—first played by the violins, and then by the brass section, and later sung by the voice—is the uppermost layer and floats overtop with a variety of rhythms? What about the woodwind section, playing quicker-moving accompaniment parts that are more rhythmically repetitive and fit between the low, steady pulse and the surface melody?
- Divide students into groups of six and have them use the worksheet on the following page to assist them in creating a “Music Machine” that exemplifies these three rhythmic layers.
- Have students practise their Music Machines by playing “Log Driver’s Waltz” and letting all groups do their movement sequence together. Finally, have each group perform for a partner group or for the whole class. Allow students in the audience to provide some positive feedback about what they saw, and recognize similarities or differences from one group to another in the movements chosen for each layer.

TAKING IT FURTHER

- Divide the class into three groups and create a whole-class Music Machine. Listen for the different sections of the music (the verses tell the story and always change, while the chorus is the repeated theme). Have individual groups perform during the verses, and have the whole class perform together during the chorus, creating a Music Machine that follows the rhythm and also the form of the piece.
- Find another piece of music in 3/4 time that is faster or slower than “Log Driver’s Waltz”. Have students practise their Music Machines to this piece of music, and observe how it feels different at a different *tempo* (speed). If time permits, you could also find a piece of music in 2/4 or 4/4 time and adapt the Music Machines to fit to a different steady beat.

Lesson plans created by Carlie Howell for the Toronto Symphony Orchestra. For more digital symphony experiences and classroom lesson plans, please visit [TSO.CA/elearning](https://www.tso.ca/elearning).

contactus@TSO.CA

TSO Canada Mosaic is a Canada 150 Signature Project.
© 2017 Toronto Symphony Orchestra



Canada



MUSIC MACHINES!

Activity #1

Consider the quality of each of these parts of the music, and draw a symbol, shape, or texture that represents that quality. For example, the flowing melody could be represented by waves.

Musical layers	Symbol, shape, or texture
Melody: The uppermost layer that floats and dances otop of the music. The rhythm is more complex and varied.	
Accompaniment: The middle layer of the music. It has a steady, more repetitive rhythm.	
Beat: The lowest layer of the music. It is the steady pulse on beat one that gives the rhythm a sturdy structure.	



Toronto Symphony Orchestra

CANADA MOSAIC



MUSIC MACHINES!

Activity #2

Can you come up with an action or movement that represents each layer? Consider the following as you create the movements, and then practise them all together as a group.

What part(s) of your body will you use for each layer?

Will the movement for each layer be a locomotor movement that travels around the room, or a stationary one that stays in one place?

What is the energy of each movement? Is one flowing while another is bouncy? Is one sharp and quick while another is smooth and slow?

Musical layers	Action
Melody: The uppermost layer that floats and dances overtop of the music. The rhythm is more complex and varied.	
Accompaniment: The middle layer of the music. It has a steady, more repetitive rhythm.	
Beat: The lowest layer of the music. It is the steady pulse on beat one that gives the rhythm a sturdy structure.	



Toronto Symphony Orchestra

CANADA MOSAIC



MUSIC MACHINES!

Activity #3

Choose two group members to perform the movement for each layer. Perform all the layers in sync with one another while counting out loud.

Practise together with "Log Driver's Waltz", working to put your movements together with the rhythm of the music.

Perform for your classmates and enjoy watching what other kinds of Music Machines other groups came up with!