

## Tocatta and Fugue in D minor by Johann Sebastian Bach

### SECONDARY CLASSROOM LESSON PLAN LISTENING LESSON

For:

- Key Stage 3 in England, Wales and Northern Ireland
- Third and Fourth Level, S1-S3 in Scotland

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#### 1. Introduction

Listen to the recordings of the orchestral version and the organ version of Bach's Tocatta and Fugue in D minor. In groups, discuss the following:

- Which version do you prefer?
- Why?
- How are the two versions similar?
- How do the two versions differ?

Present your thoughts to the rest of the group with relevant explanations.

#### 2. Fill in the missing words

1. (0:00-0:22, organ version)  
At the beginning of Tocatta and Fugue we hear a short ..... which is then repeated at a lower .....
2. (1:27-3:00, organ version)  
The beginning of this section is a series of ..... flourishes, building up to a sequence of dramatic .....
3. (3:51-4:03, orchestral version)  
The fugal subject heard at the beginning of this excerpt, consists completely of ..... The melody falls and then rises, set against a ..... note

<b>SEMIQUAVERS</b>	<b>MELODIC</b>	<b>MOTIF</b>
<b>PEDAL</b>	<b>CHORDS</b>	<b>OCTAVE</b>

### 3. Deeper thinking

A toccata (meaning 'touch') is a musical work which is designed to demonstrate the player's ability and skill. A fugue (meaning 'flight') is a work in which a short melodic phrase is played by one part, and then taken up by other parts, and developed, thus producing many inter-weaving lines. A toccata is more of a 'freestyle' composition, whereas a fugue is stricter and more rigid.

Listen first to the organ version of Bach's Toccata (0:00-3:00) and write a short paragraph explaining how Bach is able to demonstrate the skill of the organist through his composition. Think about the following keywords:

<b>MELODY</b>	<b>RHYTHM</b>	<b>MOOD</b>
<b>TEMPO</b>		<b>ORNAMENTATION</b>

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Now listen to the orchestral version of Bach's Fugue (3:51-end) and write a short paragraph explaining how Bach uses the main subject to create the entire piece of music. Think about the following keywords:

<b>MELODY</b>	<b>RHYTHM</b>	<b>INSTRUMENTATION</b>
	<b>LAYERS</b>	<b>TEXTURE</b>

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### 4. Odd one out!

Work in pairs or threes to choose two words from this list that sum up Bach's Toccata. You can listen to either the organ or the orchestral version, or both. You must have reasons for your answers.

<b>DRAMATIC</b>	<b>TENSE</b>	<b>HORROR</b>	<b>FILMIC</b>
<b>PEACEFUL</b>		<b>LIGHT</b>	<b>INTRICATE</b>

Team up with another group. Make connections, contrast and compare, and select and reject the words.

Prepare to present your views to the class.

- What evidence do you have?
- Why do you think this?
- Where in the music does it show this? What musical ideas does Bach use to demonstrate this?

Your presentation should be concise and accurate. Choose one person to present the class.

Is there an odd word out from the list above? Which word doesn't fit?