# Content and Achievement Standards

* National Standard 1(a): Singing, alone and with others, a varied repertoire of music.
  1. “Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.”
* National Standard 2(a): Performing on instruments, alone and with others, a varied repertoire of music.
  1. “Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.”
* National Standard 5(a, c): Reading and notating music.
  1. “Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.”
     1. “Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.”
* National Standard 6 (a, b): Listening to, analyzing, and describing music.
  1. “Describe specific music events in a given aural example, using appropriate terminology.”
  2. “Analyze the uses of elements of music in aural examples representing diverse genres and cultures.”
* National Standard 7: Evaluating music and music performances.
* National Standard 9 (a): Understanding music in relation to history and culture.
  1. “Describe distinguishing characteristics of representative music genres and styles from a variety of cultures”

# Objectives

* By the end of the period, students will be able to identify and demonstrate Allegro, Moderato, and Andante.
* Students will listen to, learn about, and discuss march style and the history of John Philip Sousa.
* By the end of the period, students will be able to play their new note, concert G (low).

# Materials

Essential Elements Book

Metronome and Speaker

Trumpet

Conducting Baton

“Stars and Stripes Forever” recording

***Procedure***

1. The teacher will play an example of a Sousa march, “Stars and Stripes Forever,” as the students walk into the room.

PROMPT: Since Veteran’s Day is tomorrow; I thought it would be a good idea to get into the patriotic spirit. We’re going to listen to “Stars and Stripes Forever” and I want you to listen for what instruments are playing, what kind of music it is, and what it might have been written for.

* 1. Students will discuss what they heard. The following questions can help guide discussion:
     1. Is the music lively or stagnant?
     2. Is it fast, slow, or medium speed? What do we call our speed in music?
     3. What kinds of instruments are featured?
     4. Is the melody easy to hear? Is it catchy?
     5. What’s the rhythm like? Is it repetitive, does it change a lot?
  2. The teacher will discuss history of Sousa:

John Philip Sousa was nicknamed the March King because he primarily American Military and patriotic marches. He wrote 136 marches and many operettas. His music is fun and lively. Sousa led the U.S. Marine Band and then the President’s Own Band during five different presidencies. He even played at two inaugural balls. He organized The Sousa Band the year he left the Marine Band. The Sousa Band toured from 1892–1931, performing at more than 15,000 concerts. The band played for sold-out crowds both in America and around the world.

Some of his most popular pieces are:

* Semper Fidelis (Marine Corps march)
* Stars and Stripes Forever (National March)
* Black Horse Troop
* Washington Post
* El Capitan
* High School Cadets

PROMPT: Today we are going to learn a march tune by John Phillip Sousa called “High School Cadets” and learn/review our tempo markings.

1. Students will review their first six notes – concert Bb, C, D, Eb, F, G
   1. Audiation – Listen, Sing, Play
      1. Class: 1-2-1
      2. Saxes: 1-3-5
      3. Clarinets: 5-6-5
      4. Flutes: 4-3-2
      5. Class: 3-2-1
   2. Bb Scale
      1. Students will play Bb to G ascending
      2. Students will play G to Bb descending
      3. Students will play up and down the scale, Bb to G, in half notes (2 beats each)
2. Students will review tempo markings (Allegro, Moderato, Andante)

PROMPT: Listen to how I play the scale ascending versus descending.

***Teacher will play Andante ascending and Allegro descending****.*

QUESTIONS: What did I do differently ascending versus descending? (**played slow/played fast**)

What do we call the speed or rate of our music? (**tempo**)

What do we call our fast tempo? (**Allegro**) Our slow tempo? (**Moderato**)

Is there a tempo in the middle? (**Moderato**)

1. The students will learn #48 “High School Cadets – March”

QUESTION: ***Teacher will model first****.* What’s our tempo marking at the beginning? How do you know? Is that a fast tempo or slow tempo? Does the tempo change?

*Review* – What’s our time signature? How many beats do we have in the measure?

* 1. Teacher Model
     1. Students sing note names and finger
  2. 4 measure chunks – slowly at first, then work up tempo
     1. Students clap and count
     2. Students play
     3. Sing/finger if needed
  3. Play whole thing

1. Students will learn their new note – Concert G (low)

QUESTIONS: How many notes have we learned so far on our instruments? (**6**)

Which notes (in concert pitches) have we learned so far? (**Bb – G**)

PROMPT: Today we’re going to learn our new note, concert G. We’ve learned the upper concert G, but today we’re going to learn the fingering for the low one. Look in your books on page 11 for the fingering. Listen to the pitch first and then try to match it.

1. Students will demonstrate their new note
   1. The teacher will model the pitch
      1. Students match and hold while the teacher walks around to assess.
   2. Play each octave in whole notes
2. The students will learn #49 “Hey, Ho! Nobody’s Home – New Note”

QUESTION: ***Teacher will model first****.* What’s our tempo marking at the beginning? How do you know? Is that a fast tempo or slow tempo? Is it faster or slower than our tempo in “HS Cadets?”

What new note do we have in this song? Show me the fingering!

* 1. Chunk each phrase (up to the breath mark)
     1. Clap/Count
     2. Play call and response
  2. Play 8 measure chunks
     1. Teacher will assess each section (Flute, Clarinet, Saxes)
  3. Play whole thing

1. Students will summarize the tempos learned throughout the period.

QUESTIONS: What are our three tempos/speeds we learned today? (**Allegro, Moderato, Andante**)

Which two did we play today? (**Allegro and Moderato**)

Define each tempo: Allegro – fast; Moderato – medium; Andante – slow, walking speed

PROMPT: We are going to pick two songs out of our book that we’ve already learned, and then we’ll vote on which tempo to play them at and call it a day!

***Student volunteers will pick two songs from the book. The class will vote on whether to play each one Andante, Moderato, or Allegro.***

1. **If time permits** – Students will review dynamics

PROMPT: Listen to how I play the first half of #49 versus the second half.

***Teacher will play piano in the first half and forte in the second half.***

QUESTIONS: What did I do differently ascending versus descending? (**played soft/played loud**)

What do we call the level of volume in music? (**dynamics**)

What do we call our loud dynamic? (**forte**) Our soft dynamic? (**piano**)

1. **If time permits –** Students will learn about crescendos and decrescendos (#50-51)

***Assessment***

Formal Assessment: Students will be assessed informally through question and answer activities and will demonstrate concepts in small and large groups. The teacher will review and discuss tempo with the students, and by the end of the period students should be able to identify and define Allegro, Moderato, and Andante in their music. Students will be evaluated individually and in small groups.

***Future Lessons***

Students will learn about crescendo and decrescendo if the teacher does not cover it during the lesson. If the teacher has time to introduce the concepts, Friday’s lesson will consist of reinforcing dynamics, crescendo, and decrescendo. Students will continue working on tempo markings and dynamics and start applying them to music for their concert in December.