# Content and Achievement Standards

* National Standard 1: Singing, alone and with others, a varied repertoire of music.
* National Standard 2(a, b): Performing on instruments, alone and with others, a varied repertoire of music.
	1. “Perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.”
1. “Perform with expression and technical accuracy on at least one string, wind, percussion, or \*classroom instruments: a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.”
* 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 lesson, students will be able to play their C major scale and recognize notes from the scale in “Light the Candles!”
* The students will listen to, analyze, and describe a recording of Klezmer music featuring violin and briefly discuss Jewish culture surrounding Hanukkah.
* Students will compare and contrast the composer’s program notes to information discussed concerning Hanukkah and Klezmer music.

# Materials

“Light the Candles!” Score

Bowing Rhythms/Scales Packet

Metronome and Speakers

Klezmer recording: Danial Hoffman’s “Original Klezmer”

Baton

***Procedures***

1. The teacher will play a recording of Daniel Hoffman’s “Original Klezmer”

PROMPT: ***Klezmer Background:*** Klezmer is a musical tradition of the Ashkenazi Jews of Eastern Europe. The genre originally consisted largely of dance tunes and instrumental display pieces for weddings and other celebrations. In the United States the genre evolved considerably as Yiddish-speaking Jewish immigrants from Eastern Europe, who arrived between 1880 and 1924, met and assimilated American jazz.

PROMPT: ***Hanukah Background:*** Hanukah, also known as the “Festival of Lights” and “Feast of Dedication,” is an 8-day Jewish holiday commemorating the rededication of the Holy Temple in Jerusalem in the 2nd century BC. The holiday is observed for eight nights and eight days, occurring anywhere from late November to late December in the Gregorian calendar.

 The festival is observed by the kindling of the lights of a nine-branched menorah (hence the “Festival of Lights”). Each night one of the candles is lit.

Hanukkah festivities include playing *dreidel* and eating donuts or latkes. A dreidel is a four-sided spinning top that children play with during Hanukkah. Each side has a Hebrew letter that is an abbreviation for Hebrew words. Each player starts out with 10 coins or other markers and places one of them in the “pot.” The first player spins the dreidel, and depending on which side the dreidel falls, wins a marker from the pot or gives up part of his stash.

1. Students will warm-up using the bowing rhythms #1-8.
2. Students will warm-up using the E minor, D major, and G major scales
3. Students will Review the C Major scale
4. “Light the Candles!” – Run 1x (move to the end if running short on time)

***The teacher will read the composer’s program notes.***

QUESTIONS: How well do you think the composer captures some of the Jewish and klezmer elements in this piece?

1. Measures 35-45 – “B” theme

QUESTIONS: Does the tempo change at 35? Is it faster or slower than before? Has the melody changed at all? Where does the “A” melody return? Does the original tempo come back? What measure?

* 1. Isolate – Violin tremelo
	2. Isolate – Low strings melody
	3. Practice transition into *Tempo I* at measure 45
1. Measures 45-57
	1. Return of the “A” melody
	2. Layer entrances
	3. Isolate vln 2/vla “counter-melody” (variation of “B” melody from m. 35)
2. Measures 57-69
	1. Vln 1 has new counter-melody
	2. Isolate melody in vln 2/viola
	3. High string interlude returns at m. 65
3. Measures 69-end
	1. Each instrument has a different idea, isolate each and identify
		1. Vln 1a – counter melody/descant (save for another lesson)
		2. Vln 1b – “A” melody
		3. Viola – “B” melody/counter-melody
		4. Cello/bass – New idea

***Assessment***

Formal Assessment: Students will be assessed informally through question and answer activities, as well as their ability to demonstrate the C major scale (focusing on low 2 fingerings). The teacher will ask the students to identify specific instances of A and B melodies, harmonies, and countermelodies in “Light the Candles!” The teacher will also guide students through a discussion of Jewish culture and klezmer music and compare and contrast this information with the composer’s program notes in “Light the Candles!”

***Future Lessons***

As stated in the program notes, there are various themes and countermelodies throughout “Light the Candles!” Using a listening map and the description listed in the program notes, students will be able to listen to, evaluate, and **discover the themes in the recording**.

Students will continue working on their C major scale. The teacher will also introduce the concept of **relative minor** (in this case A minor), as **well as legato, tremelo, and various tempo and expressive markings** listed in “Light the Candles!”

 Review melody, counter melody, and introduce descant. Identify each in “Light the Candles!”