

Declaration Overture
Claude T. Smith

National Standards:

- 2. Performing on instruments, alone and with others, a varied repertoire of music
- 5. Reading and notating music
- 6. Listening to, analyzing, and describing music

Ohio State Standards:

- 1CE: Interpret articulations, expressive symbols, and terms while performing
- 4PR: Demonstrate ensemble skills while performing in a group
- 2RE: Describe how the use of elements of music affects the aesthetic impact of a music selection

Objective:

- Students will perform correct rhythms in measures 1-25
- Students will gain a better understanding of how their section/part interacts with the rest of the ensemble
- Students will begin to match note length and articulation
- Students will create an understanding of what *Declaration Overture* could be about

Materials:

- Students with instruments
- Score
- Pencil
- Baton
- Marker/white board

Procedure:

1. Call and response rhythms
 - a. Begin simple progressing toward more complex
 - b. Start with clapping and make more challenging with other body percussion
 - c. Final clapping patterns should be from the beginning of the music
2. Move to instruments (1-8)
 - a. Vocab: Andante Maestoso
 - b. All 1-8 except trumpets play at 9-16
 - i. Methods if needed:
 - ii. Clap and count
 - iii. Stomp/grunt on GOS/beats while clapping and counting
 - iv. Finger with me clapping and counting
 - v. Air and fingers with me clapping and counting
 - vi. In head without me clapping and counting
 - vii. Play it!

- c. How do we match articulation?
 - d. Where do the parts differ? Listen again.
- 3. Play with everyone
 - a. How do the parts interact? Do they interact?
 - b. Check for understanding through performance
- 4. Vocab: Meno mosso (9-16)
 - a. All 9-16 and Trumpets 1-8 (make tpt 2 aware that you see they don't have anything at the moment)
 - i. Match articulation
 - ii. Check rhythms
 - b. Check out bass line at some point
- 5. Vocab: Piu Mosso (more movement), Molto rit, (17-25)
 - a. Cue Horn
 - b. Similar but different instrumentation
- 6. Play through (1-25)
 - a. Continue if applicable

Questions/Closure: What are some ways you could practice this at home? Review vocab terms.

Assessment/Evaluation: Can students play/say the rhythms? Do students understand where they fit into the ensemble? Can students perform rhythms on instrument? Do students have an understanding of what is expected through the articulation/dynamic marks?

Extension: Continue in piece. Have students play for each other to show mastery. Have students play in small groups to show mastery. Record group and listen on own time to hear more things.

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Objective:

- Students will bring out and recognize counter melodies
- Students will gain a better understanding of their how section/part interacts with the rest of the ensemble
- Students will continue to work to match note length and articulation

Materials:

- Students with instruments
- Score
- Pencil
- Baton
- Marker/white board

Procedure: Work backwards

- 1. Begin at L through M
 - a. Raise your hand if you feel you have the melody? If you feel you have a part related to the melody but not the melody? If you are the backbone and supporting the ensemble?
 - b. Which part have we not heard before? Make sure you can hear it as you are playing.
 - i. Great! Put it in context.
- 2. K through L
 - a. Notes that move in pitch should be more prominent
 - i. Show through hand raising and have everyone look around the ensemble
 - b. Pay attention to percussion: compliments for following articulations/dynamics if applicable, or ask for more
- 3. Run K through M and see how much stuck
 - a. Review things that did not

4. H through I
 - a. Hear trumpet/horn/baritone?
 - b. Hear just that starting at H with everyone else sizzling
 - c. All together now!
5. G to H
 - a. How to keep the air moving while playing quiet?
 - b. Have everyone do this beginning at 9 after G
 - c. Techniques
 - i. Survey what they think would work
 - ii. Toothbrush analogy
 - iii. AIR MUST KEEP GOING!
 - d. Bring out note changing eighth notes
6. Run G through I
 - a. Check out what was retained
7. Run G through M
 - a. Listen for places that are both great and that need work

Questions/Closure: What are some ways you could practice this at home? What are five things we talked about that you can apply to the rest of this music?

Assessment/Evaluation: Do students understand where they fit into the ensemble? Can students perform own part on instrument? Do students have an understanding of what is expected through the articulation/dynamic marks?

Extension: Have students play for each other to show mastery. Have students play in small groups to show mastery. Record group and listen on own time to hear more things. Ask students what they feel went well and didn't go well.