

Rebecca Gamble  
RHYTHMIC UNDERSTANDING  
Sycamore Middle School Band (7<sup>th</sup> grade) Day 1  
*Aladdin*  
Michael Sweeney

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:

- 4CE: Identify key signature of major scales
- 5CE: Describe a varied repertoire of music with appropriate music vocabulary
- 1PR: Independently or collaboratively, perform a varied repertoire of music representing diverse genres and cultures and showing expression and technical accuracy at a level that include modest ranges and changes of tempo, key, and meter
- 2PR: Perform accurately, independently, or collaboratively with good posture producing an appropriate tone quality

Objective:

- Students will understand correct rhythms from measure 100 until end (many rhythms repeat)
- Students will perform correct rhythms from 111-128
- Students will gain a better understanding of their section/part interacts with the rest of the ensemble
- Students will work to produce a great tone while having excellent posture

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/end of the music
- 2. Begin at measure 111
  - a. Go for it and see what happens!
  - b. What can be an indicator in music that you need to bring your part out?  
Sometimes, but not always.
    - i. Moving notes!!
    - ii. Example measure 112 (beats 3 and 4)

- c. Notice that the melody passes around beginning at 111, how can we ensure that we can hear that?
- d. If rhythm is an issue:
  - i. Clap and count
  - ii. Stomp/grunt on GOS/beats while clapping and counting
  - iii. Finger with me clapping and counting
  - iv. Air and fingers with me clapping and counting
  - v. In head without me clapping and counting
  - vi. Play it!
  - vii. Tongue it all!
- e. mm 116, 117, 118 check out circled eighth note
- f. Fp at 118
- g. Comment on appropriate or inappropriate articulation
- 3. Begin at measure 120
  - a. Clap through parts with counting out loud
  - b. Everyone's role is important!
  - c. Review tri-pol-let if needed
  - d. mm 124 check out how many parts are moving that we need to hear!

Questions/Closure: What are some ways you could practice this at home? Review rhythms terms. Sometimes in music, what is a good indicator to bring out your part?

Assessment/Evaluation: Can students play/say the rhythms? Do students understand where they fit into the ensemble? Can students perform rhythms on instrument?

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. Have them write the lyrics in their music so they are aware of what the song is about.

Aladdin: A whole new world  
 A new fantastic point of view  
 No one to tell us no or where to go  
 Or say we're only dreaming

Rebecca Gamble  
RHYTHMIC UNDERSTANDING  
Sycamore Middle School Band (7<sup>th</sup> grade) Day 2  
*Shadows Unleashed*  
Brian Balmages

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:

- 4CE: Identify key signature of major scales
- 5CE: Describe a varied repertoire of music with appropriate music vocabulary
- 1PR: Independently or collaboratively, perform a varied repertoire of music representing diverse genres and cultures and showing expression and technical accuracy at a level that include modest ranges and changes of tempo, key, and meter
- 2PR: Perform accurately, independently, or collaboratively with good posture producing an appropriate tone quality

Objective:

- Students will identify which sections of piece should contrast and will execute this
- Students will gain a better understanding of their section/part interacts with the rest of the ensemble
- Students will work to produce a great tone while having excellent posture

Materials:

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

Procedure:

- 1. Run 24-42
  - a. Difference in articulation
  - b. What should the difference be? How are the percussion players framing that for everyone else?
  - c. What are things to not do with an accent? What are components of an accent?
  - d. Check out accent patten in SD beginning at 24 (only person with accents!)
- 2. Run 42-54
  - a. Tell me about the dynamic structure. Where is this whole section leading?
  - b. Does it fake the listener out at any point? See the shadow, and then you don't.
  - c. How do you play piano? What are some techniques to do so winds and percussion?
  - d. 50-54, how do we make the cresc appear to be bigger?

3. Run 54-End
  - a. You have forte, now what?
    - i. The line goes up and down...what happens naturally when you play it this way?
  - b. Check out last two measures
    - i. Everything piano then forte as well as tight/together
    - ii. Sustain last note for tone quality
    - iii. Have them follow what my conducting says with only that last night (do it long, staccato, tenuto, etc, but end with approx. accent)
4. Jump back to beginning!
  - a. What adjectives would you use to describe the mood of this beginning?  
Mood of the beginning compared to rest of piece?
  - b. All moving notes are important (just like they were in A Whole New World)
    - i. More bass drum!
5. Run piece! See what stuck!

Questions/Closure: What are some ways you could practice this at home? Review rhythms terms. Sometimes in music, what is a good indicator to bring out your part?

Assessment/Evaluation: Do students understand where they fit into the ensemble? Do students understand the style changes from articulation throughout the piece and can they execute them?

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. Have students brainstorm a scenario of a shadow unleashed based upon what happened throughout the piece.