

Uptown Strut
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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:

5CE: Distinguish between and among the use of dynamics, meter, tempo, and tonality in various pieces through active listening.

1PR: Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo

4PR: Respond appropriately to the cues of a conductor

Objective:

Students will create short story about parts of piece to gain a better understanding of style

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

Baton

Procedure:

1. Begin at measure 13 through 29
 - a. What happens at 21? Can someone describe the style change? In music terms and in adjectives
 - b. 21-29 is like a conversation
 - i. Who gets to talk first? Who gets to respond? Next? Finally?
 - ii. Accents in 27-28, separated
 - c. What do you hear?
 - i. 2 good, 2 improvements
2. Color change again at 31
 - a. Playing soft while supporting and not slowing down
 - b. Big hit at 35
 - c. 37 and 38 are like what other spot? (measures 7-8)
 - i. How do we pass this around?
 - d. Check out release at 40
 - e. Bring it back down at 42, Hit those together and not slow down
 - f. Make 45-46 accented, separated

3. Beginning

- a. Make sure you know what role you play in the ensemble the whole time!
- b. Check releases, accented vs. non accented, dynamics
 - i. Exaggerate all
- c. Tone quality check, posture check

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

Assessment/Evaluation: Do students understand where they fit into the ensemble? Can students perform part with great posture and tone? Can students listen around them while playing and hear where the melody is?

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.