

Theme: Articulation

Setting: 4th grade band

Subject Analysis: Using exercises aimed at articulation, this lesson reestablishes articulation techniques and incorporates new legato and staccato articulations.

Objectives:

<u>Pragmatic:</u>	Move, sing and play various articulations
<u>Expressive:</u>	Express articulation with movement
<u>Creative:</u>	Create motions and symbols to show understanding of various articulations
<u>Cognitive:</u>	To develop listening and playing skills

Materials:

- instrument to model
- recording of Funky Blues in D: 2s; Track 9 of CMLS rhythm CD
- Percussion needs mallet percussion
- Four quarter notes drawn on board
- Measures of Success Book 1 (pg 39; 5.25 Long and Short of It)
(pa 39; 5.26 Surprise Symphony)

Methods:

Warm-up: Review concert D.

Flute	Clarinet	Sax	Trumpet	Horn	Trombone	Baritone
1-2-3 1-2-3 (Thumb)	1	1	1 – 2	1 – 2 (T1-2)	4	1 – 2

Begin with percussion with “*Percussion, can you roll a G on your instrument?*” Cue with a large breath and make sure students also breathe before playing. “*Take a nice breathe before playing.*” Move from flutes to clarinets/saxes to trumpet/baritone/horn to trombone. Check posture and give cues “*Be sure to sit tall.*” Finish with whole ensemble on G. (1 minute)

Lesson:

1) Say with an in-between articulation: “*Repeat after me: ta ta ta ta*”. “*This time, move your hands so they look like the sound we are singing.*” Gain feedback from students and create a hand motion for that articulation. Repeat first articulation. Model articulation on instrument. Ask students to play that articulation on concert D; percussion play quarters on D to keep time. (2 minute)

1) Have students repeat earlier exercise on staccato articulation and legato articulation.. (3 minutes)

2) Move to notes drawn on board. “*If I were to draw a line above these notes to show how*

long they were, what do you think they would look like in the second set of notes we sang and played? Discuss with someone else that plays the same instrument.” Have a student go to the board and draw the line. Give feedback. Discuss accordingly. When correct, give students the name of the articulation. Repeat for legato articulation. (4 minutes)

3) Using the Funky Blues in D track, lead students through articulations on instruments by modeling for a measure and having students echo back. (1 minute)

4) Open Measures of Success method book to page 39 and look at 5.25 Long and Short of it. Review articulations used in the first two bars with “*Who can tell me which articulation is used in the first measure? The second?*” Rehearse first two measures. Give feedback. Rehearse entire line. (3 minutes)

5) Move to 5.26 Surprise Symphony. Review articulation in the first few bars. Rehearse to after accented note in bar 8. Point out dynamic contrast. Give Feedback. (2 minute)

6) Rehearse legato section; bar 9 to 12. Give Feedback (1 minute)

7) Rehearse bar 13 to the end. Give Feedback (1 minute)

8) Rehearse bar 9 to end. Point out dynamic contrast and give feedback on articulation. (2 minute)

Evaluation:

Have the students successfully produced three different articulations? Do they understand the notation used for each?

Concepts:

Melody	Form
Harmony	Timbre
Rhythm	Expression <ul style="list-style-type: none"> • Tempo • Dynamics • <u>Articulation</u>

National Standards

Sing/Chant	Play	Improvise	Compose/Arrange	Read	Listen & Analyze	Evaluate & Express	Integrate	History/Culture
<u>1</u>	<u>2</u>	3	4	<u>5</u>	<u>6</u>	7	8	9