

Work: Commencement Music – Rogers and Hammerstein Music

Setting: 40 minute 7th and 8th Grade Violin Sectional

Objectives:

<u>Technical:</u>	Low 2 fingerings for naturals
<u>Expressive:</u>	Create expression in chromatic ideas
<u>Material:</u>	Clean and tune various sections of the tunes from musicals.

Materials:

- Scores for My Favorite Things, Oh, What a Beautiful Mornin', I Enjoy Being a Girl, I'm Gonna Wash That Man Right Outa My Hair

Methods:

Walk-in: Have students tune to 1st chair A and get out Rogers and Hammerstein music (5 minutes)

Warm up:

Play C major scale focusing on low 2 F and low 2 C
(Give verbal cue about low fingerings. Tune F and C if needed) (2 minutes)

Lesson:

- 1) Begin with My Favorite Things (15 minutes)
- 2) Run through piece and sticky problem areas, cue low 2s. [Slow tempo if train wreck early]
- 3) Do chunks starting from the end.
- 4) 65-end
 - Violin 2's F-G-F; C-D-C
 - Violin 1's E-F-E-F
 - Both Arpeggio at 73-end
 - Violin II Cmajor → Fmajor
 - Violin I C6/4 → Aminor (Fmaj7)
 - Perfect 5th ending chord
 - Feedback!
- 5) 49 - 65
 - Slurs/Bowings at 49-57
 - Resolution C → B in Violin II in 56
 - 57: Open 4ths and 5ths in parallel motion
 - Feedback!
 - Beginning same as later sections. Ask students to compare the sections and notice similarities.

- Run 13 → 21
 - Run 5 → 13
- 6) Run 5 → 23
 - 7) 23 → 41
 - 8) 41 → 57
 - 9) 57 → end
 - 10) Ask Joel (first chair) to demonstrate Violin 1 problem areas. “Joel can you show everyone what the section should sound like?” “Listen to Joel play that measure.” Talia for Violin II
 - 11) Run through piece if time permits
 - 12) Get out Oh, What a Beautiful Mornin'
 - 13) Remind students of F# versus F natural that they just worked on, Remind Violin 2's about C natural in first section
 - 14) Run through piece noting problem areas
 - 15) Violin II chromatic notes in Rehearsal 13, 29, 45
 - 16) Violin I chromatic notes in Rehearsal 21, F#versFnat in 3rd bar of 29
 - 17) Chunk Beginning to 13
 - 18) 13 → 29
 - 19) 29 → 45
 - 20) 45 → 53
 - 21) end
 - 22) Beginning to 29
 - 23) 29 → 53
 - 24) Run piece
 - 25) Look over other pieces if time allows in run throughs

Evaluation:

Have the students corrected errors with Low 2? Can the students make the switch to a piece in C to G without missing the new F# while still playing C natural?

Concepts:

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

National Standards

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