

General Music Lesson Plan

Conceptual Focus:

Identifying instr. In jazz style,
Reading basic rhythms on a score

Materials/Equipment: Laptop,
Projector, Piano, External
Speaker, Rhythm sticks, Bass

WV Music Standard(s):

- MU.3-5.7 Identify aurally and visually a variety of instruments, vocal timbres, and music ensembles.
- MU.3-5.3 Read and perform music using standard notation.

Mode of Knowledge Representation

Enactive
Iconic Symbolic

Differentiated Learning

Auditory Visual/Spatial
Kinesthetic Logical/Math
Verbal/Linguistic Musical
Naturalistic Interpersonal
Intrapersonal

Musical Behaviors

- Playing Connecting
- Describe Singing
- Create Moving
- Listening

Evaluation: In-class performance of "Summertime" with the instructor.

Grade Level:

__ Title: "Summertime" Basic Arrangement

Objectives: SWBAT identify instruments used a recording of "Summertime" by Ella Fitzgerald and Louis Armstrong, SWBAT perform an instrumental accompaniment to "Summertime" from an icon-style score.

Process:

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Process:

Activity #1: "Singing the Book"

- T: Will sing the book phrase by phrase and show all the pictures to the students.
- T: Asks the students some basic questions about what they heard and what they saw:
 - o "Tell me some things you notice about this book."
 - o "Listen again and tell me where you think this song takes place."
- T: Performs song again.
 - o S: Provides guesses about where the song is from"
 - T: Explains that the song portrays characters living in the South.

Activity #2: "Hearing the Book" as performed by Ella Fitzgerald and Louis Armstrong

- T: Opens PowerPoint and discusses the first slide about George and Ira Gershwin and their music for Broadway."
- T: Plays a recording of the song recorded by Ella and Louis.
- T: This version of the song was recorded by two very famous jazz musicians, Ella Fitzgerald and Louis Armstrong." Teacher gives very brief background about who the artists were.
- Who remembers the different instruments used in the song? If you can remember please give me one instrument.
 - o S: Provide instruments (trumpet and voice) but probably don't hear the strings or the soft drums.
 - T: Calls attention to all the instruments heard in the recording (Strings and drums)
- T: Plays the recording again and calls attention the different parts that they play with movement and vocal imitations. "Raise your hand if you can hear x instrument"
 - o S: Raise hands.

Activity #3: "Making the Sing Our Own": Learning an Arrangement of Summertime

- T: "For the rest of today's class we are going to experience a little bit of what it's like to be jazz musicians. One thing jazz musicians love to do is to take a song they like to listen to and get together with their friends to make their own version."
- T: "When jazz musicians make their own version of the song, rhythm is King, so they start with the drums. Jazz drummers like to play the drums with brushes so they can make different kinds of sounds. Here's one that's very popular. Watch me and join in" Demonstrates basic brushes pattern with "Sh," "Tap" syllables.
 - o S: Join in.
 - T: Shows the PowerPoint slide with the drum part. And demonstrates the symbol for legato and staccato.
 - T/S perform again while the teacher sings the first line of "Summer time"
- T: "The next thing jazz musicians like to think about is the bass part. In a jazz band this is played by a string bass. Their parts normally make the groove." Demonstrates basic bass pattern on "doon" syllables and LH/RH movement (mimicking mallet coordination).

Teacher splits the class in to two groups and asks two thirds of the students to join in. Teacher then leads the “drum” students to join in and sing the first line of Summertime.

- T: Shows the PowerPoint slide with the bass part.
 - T/S perform again while the teacher sings the first line of “Summer time”
- T: “Next, Jazz musicians like to add in a harmony instrument. In this case the harmony uses the same rhythm as the bass texture.” Demonstrates basic harmony pattern on “ting” syllables and LH/RH movement (mimicking mallet coordination). Teacher then leads the “bass” students to join in, followed by the “drum” students and sings the first line of Summertime.
 - T: Shows the PowerPoint slide with the bass part.
 - T/S: Perform again while the teacher sings the first line of “Summer time”
- T: Finally we are ready for the instruments. If you are drummer, you need to use a pair of rhythm sticks. If you are a bass player you will need a bass xylophone. Prepare you bass xylophone by removing the E key. If you are a harmony player you will need chimes or a soprano xylophone. Prepare you xylophone by removing the high C key.
 - T: Shows slide with all the parts and call attention to the note names. “Once you see your notes find them on your instrument.”
 - T: Leads each group of students in (drum, bass, harmony) and singing the first line of “Summertime”

Activity #4: Extending the Arrangement to the entire first chorus.

- T: Shows the slide with new notes, demonstrates each part while singing the melody, gives each group and opportunity to practice and leads the performance of the second line.



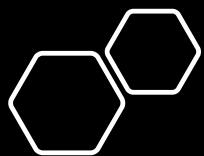
“Summertime”





Composers:

- George and Ira Gershwin
- Wrote music for Broadway



A Jazz Version:

- <https://www.youtube.com/watch?v=LkJiJsZplc>



The Performers:



"Satchmo"



"The First Lady of Song"

What Instruments Do You Hear?



TRUMPET



VOICE



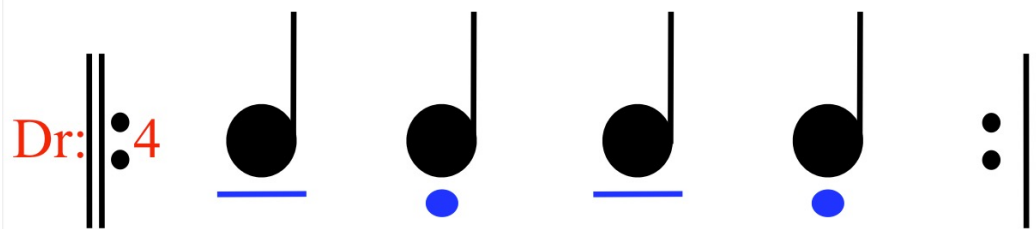
STRINGS



DRUMS

“Summertime,
And the livin’
is easy”

Making the Song Our Own: Drums



“Summertime,
And the livin’
is easy”

Making the Song Our Own: Bass

The diagram shows musical notation for two instruments: Bass and Drums. The Bass part is written on a single-line staff with a key signature of one flat (Bb) and a 4/4 time signature. It consists of two whole notes: C (first measure) and D (second measure). The Drums part is written on a single-line staff with a 4/4 time signature. It consists of four quarter notes: C (first measure), D (second measure), C (third measure), and D (fourth measure). The notes C and D are marked with blue dots below them, and the notes C and D are marked with blue underlines below them. The notation is enclosed in a double bar line at the beginning and end of each staff.

“Summertime,
And the Living Is
Easy”

Making the Song Our Own: Mallets

The musical notation is organized into three horizontal staves, each with a red label on the left and a 4/4 time signature. The top staff, labeled 'Mt:', shows a treble clef with two notes: 'A' on the first space and 'B' on the second space. The middle staff, labeled 'Ba:', shows a bass clef with two notes: 'C' on the first space and 'D' on the second space. The bottom staff, labeled 'Dr:', shows four quarter notes: the first and third are black circles on a blue line, and the second and fourth are blue circles on a blue line. All staves end with a double bar line and repeat dots.

Fish are jumpin', and the cotton is high"

Musical notation for the first system of the song. It consists of three staves: Mt., Ba., and Dr. The time signature is 4/4. The Mt. and Ba. staves both show two notes, 'F', on the first and third lines of the staff. The Dr. staff shows four quarter notes, all on the first line, with blue dots below them. The first and third notes are underlined in blue.

Musical notation for the second system of the song. It consists of three staves: Mt., Ba., and Dr. The time signature is 4/4. The Mt. and Ba. staves both show two notes, 'G', on the first and third lines of the staff. The Dr. staff shows four quarter notes, all on the first line, with blue dots below them. The first and third notes are underlined in blue.

“Oh your
Daddy he’s
rich, and your
ma she’s good
lookin’”

The image shows three staves of musical notation. The top staff is labeled 'Mt:' and has a '4' next to it. It contains two notes: 'A' on the first line and 'B' on the second line. The middle staff is labeled 'Ba:' and has a '4' next to it. It contains two notes: 'C' on the first line and 'D' on the second line. The bottom staff is labeled 'Dr:' and has a '4' next to it. It contains four notes, each represented by a black oval with a vertical stem. The first and third notes have a blue horizontal line underneath them, and the second and fourth notes have a blue dot underneath them. All three staves end with a double bar line and two dots.

“So hush little baby, don’t you cry”

Musical notation for the first part of the song, featuring a 4/4 time signature and staves for Mt., Ba., and Dr.

- Mt.:** 4/4 time signature. Two black squares on the staff, each labeled with a red "(SH)" above it.
- Ba.:** 4/4 time signature. Two black squares on the staff.
- Dr.:** 4/4 time signature. Four quarter notes on the staff. The first and third notes are underlined in blue. The second and fourth notes have a blue dot below them.

Musical notation for the second part of the song, featuring a 4/4 time signature and staves for Mt., Ba., and Dr.

- Mt.:** 4/4 time signature. Two notes on the staff, labeled with red "A" and "B" in circles above them.
- Ba.:** 4/4 time signature. Two notes on the staff, labeled with red "C" and "D" in circles above them.
- Dr.:** 4/4 time signature. Four quarter notes on the staff. The first and third notes are underlined in blue. The second and fourth notes have a blue dot below them.