

ARTS

and the

COMMON CORE

Unit Plan

MUSIC

Grade Level: 6-8

Title: Exploring the Life and Work of John Philip Sousa

Length of Unit: 4 weeks

Unit Description: In this unit of study, middle school general music students will engage in an in-depth exploration of the life and music of John Philip Sousa and focus on his Washington Post March as a study of 6/8 time.

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Unit: Exploring the Life and Work of John Philip Sousa (Week 23, 4 Weeks)

Unit Topic & Length

INSTRUMENTAL MUSIC CLASS (BAND)

In this unit of study, middle school band students will engage in an in-depth exploration of the life and music of John Philip Sousa and focus on his Washington Post March as a study of 6/8 time. The unit will culminate with performances of the Andrew Balent arrangement of the Washington Post March at a school concert and NYSSMA Majors Adjudication Festival. In addition to performing the repertoire, students will understand the structural organization of American military marches and will be able to understand the importance of John Philip Sousa's contributions to furthering the concert band as a respected performance ensemble in the United States.

CHORAL MUSIC CLASS

In this unit of study, middle school choral students will engage in an in-depth exploration of the life and music of John Philip Sousa and focus on his Washington Post March as a study of 6/8 time. Students will expand their study of 6/8 time by writing a limerick poem using appropriate 6/8 rhythmic patterns. Students will then compose a melody for their limerick and perform (sing) their composition for the class.

CORE MUSIC CLASS

In this unit of study, middle school general music students will engage in an in-depth exploration of the life and music of John Philip Sousa and focus on his Washington Post March as a study of 6/8 time. Students will expand their study of 6/8 time by writing a limerick poem using appropriate 6/8 rhythmic patterns and will perform (chant) their limerick for the class.

Big Ideas / Enduring Understandings

INSTRUMENTAL/ CHORAL/ CORE

John Philip Sousa, "the March King", and his military marches were an integral part of the development of the concert band as a respected art form in America.

Different genres of music are defined by their unique counting systems (rhythm and meter) and stylistic qualities (tempo, articulation, dynamics, and mood).

Different genres of music emerged out of historical and social functions.

Essential Questions

INSTRUMENTAL/ CHORAL/ CORE

How did John Philip Sousa come to be known as "The March King"?

How are rhythms counted, notated, and performed in 6/8 time?

INSTRUMENTAL - ADDITIONAL

What is the underlying structure of a Sousa march?

How is a Sousa march performed within a band ensemble?

CHORAL - ADDITIONAL

How is a melody composed, notated and performed (sung) in 6/8 time?

Common Core & NYC Arts Blueprints Standards

NYS: CCLS:English Language Arts 6–12, NYS: 6th Grade , Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

- They come to understand other perspectives and cultures.

NYS: CCLS: Literacy in History/ Social Studies, Science, & Technical Subjects 6-12, NYS: Grades 6-8, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

NYS: CCLS: Mathematics, NYS: 8th Grade , Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- 7. Look for and make use of structure.

NYC: Arts Blueprints: Music, NYC: Grade 8, Music Making

Students integrate elements of music and notation through performance. Students will be able to:

- sing or play a melody with simple harmonic accompaniment.
- read and perform sophisticated rhythmic phrases.
- demonstrate knowledge of musical elements, such as dynamics, tempo, and articulation through performance.

In addition to Core Music Indicators, if studying Vocal Music, students also will be able to:

- produce a proper tone quality with attention to breathing and vowel/consonant sounds.

In addition to Core Music Indicators, if studying Instrumental Music, students also will be able to:

- produce a secure and expressive tone.
- hear and adjust intonation.

In addition to Core Music Indicators, if studying Instrumental Music, students also will be able to:

- perform repertoire with accurate stylistic interpretation.

NYC: Arts Blueprints: Music, NYC: Grade 8, Music Literacy

Genre and Style Students will be able to:

- use specific music terminology in observations of how composers use dynamics, range, rhythm, instrumentation, etc. to achieve a musical effect in selected repertoire.

Students develop fluency in music. In addition to Core Music Indicators, if studying Vocal Music, students also will be able to:

- sing appropriate dynamics, tempo, and articulation for a particular genre.
- follow a unison, two-part, and three-part vocal score.
- sing a vocal part on a treble clef.
- recognize, notate, and perform complex rhythms.
- refine personal vocal performance.

In addition to Core Music Indicators, if studying Instrumental Music, students also will be able to:

- read and perform complex rhythmic patterns.

Content	Skills / Strategies
<p><u>INSTRUMENTAL/ CHORAL/ CORE</u></p> <p><u>Historical/ Cultural Knowledge</u> By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Explain the significance of John Philip Sousa's compositions • Describe Sousa's career as a conductor (US Marine Band through the establishment of his own band) and composer 	<p><u>INSTRUMENTAL MUSIC CLASS (BAND)</u></p> <p><u>Performance</u> By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Play the chromatic scale, beginning on concert F • Identify and play enharmonic notes • Count and play basic rhythms in 6/8 time involving

- Perform
Andrew Balent's arrangement
of the Washington Post
March by Sousa

Form analysis

By the end of this unit students will be able to:

- Identify the sections of an American military march
- Describe common structural components of each section of a march
- Listen to and compare/contrast two Sousa marches

CHORAL MUSIC CLASS

Performance

By the end of this unit students will be able to:

- Count and clap basic rhythms in 6/8 time
- Compose and perform (sing) a melody in 6/8 time using

lyrics from a student-created limerick

CORE MUSIC CLASS

Performance

By the end of this unit students will be able to:

- Count and clap basic rhythms in 6/8 time
- Compose and perform (chant) a student-created limerick using 6/8 rhythmic patterns

Assessments

Depth of Knowledge (DOK) Levels

Sousa Web-Quest - INSTRUMENTAL/ CHORAL/ GENERAL

Formative: DOK 2 Basic Application: Written: Informative

Students will research Sousa on-line and provide detailed responses to questions about his life and work.

Performance Assessment - INSTRUMENTAL

Formative: DOK 4 Extended Thinking: Performance: Authentic Task

Students will demonstrate technical proficiency in the performance of their individual parts for the Washington Post March. Students will be assessed on their ability to apply the stylistic nuances taught in this unit to their performance.

March Form Analysis - INSTRUMENTAL

Formative: DOK 2 Basic Application: Written: Informative

Students will listen to recordings of Sousa marches and describe the character of each section.

Performance Assessment - CHORAL

Formative: DOK 4 Extended Thinking: Performance: Authentic Task

Students will demonstrate vocal proficiency (pitch, breath support, vowel/consonant clarity) in the performance of their individual limerick melody compositions. Students will also be assessed on their ability to apply the stylistic and rhythmic nuances taught in this unit to their performance.

Performance Assessment - GENERAL

Formative: DOK 4 Extended Thinking: Performance: Authentic Task

Students will demonstrate rhythmic proficiency the performance of their individual limerick compositions. Students will also be assessed on their ability to apply the stylistic and rhythmic nuances taught in this unit to their performance.

Sequence of Teaching & Learning Experiences	Academic/ Content Vocabulary
<p>*** Prior Knowledge *** Students should have prior learning about:</p> <ul style="list-style-type: none"> • Reading and performing rhythmic note values including whole, half, quarter, and eighth as well as dotted rhythms. • Instruments of the symphonic and marching band. • Reading, interpreting, and performing basic articulation, tempo and dynamics markings. • Instrumental: playing within a band ensemble at an intermediate level. The students will be comfortable playing in the key areas of Bb, Eb and F Major and they will be able to play a one octave chromatic scale beginning on concert F. • Choral: singing within a choral ensemble at an intermediate level. Composing and sight-singing a simple melody using a major scale. <p><u>INSTRUMENTAL/ CHORAL/ CORE</u></p> <p><u>Introduction to 6/ 8 counting lesson</u> (Attachment: 6:8CountingIntro.key) This lesson will begin with a Keynote presentation which introduces the concept of 6/8 time. The slides will also explain why 6/8 is often counted in a two pattern. Students will engage in rhythm reading while conducting to develop a preliminary feel for 6/8.</p> <p><u>Writing a Limerick</u> (Attachment: WritingaLimerick.docx or WritingaLimerick.pdf) (Attachment: Rubric for writing a limerick.docx or Rubric for writing a limerick.pdf) This lesson will begin with the reading of a limerick (teacher may choose appropriate examples from http://www.gigglepoetry.com/poetryclass/limerickcontesthelp.html or http://www.poetry-online.org/limericks.htm) while the students conduct in 6/8. Students will be asked if they know they type of poem that was read. Limericks will be discussed in terms of their form and syllabic structure. The syllabic structure will then be related to 6/8 rhythms. The lesson will culminate with the students writing their own limericks.</p> <p><u>The Life and Music of John Philip Sousa</u> (Attachment: Sousa.key) (Video: see "Resources" section below) (Attachment: SousaLifeExampleLesson.docx or SousaLifeExampleLesson.pdf) This presentation is a series of Keynote slides aimed at introducing the students to Sousa. Students will learn some basic facts about his life and accomplishments and hear the U.S. Marine Band perform the Washington Post March. Students will also discuss the unique musical elements Sousa incorporated in his march compositions (dynamics, tempo, rhythm, articulation, orchestration, etc.). An example lesson is included.</p> <p><u>Assignment Web-Quest</u> (Attachment: Quest-Sousa.docx or Quest-Sousa.pdf) A Web-Quest which includes a series of simple guided questions for independent research/homework.</p> <p><u>INSTRUMENTAL - ADDITIONAL LESSONS</u></p> <p><u>Sightread the Washington Post March</u> (Attachment: Sightreading - Washinton Post.docx or Washinton Post.pdf) The STARS System (Dr. Lautzenheiser) will be applied to the music. Students will be asked to identify the various musical elements (dynamics, tempo, articulation, etc.) used in the Sousa march.</p>	<p><u>INSTRUMENTAL/ CHORAL/ CORE</u></p> <ul style="list-style-type: none"> • 6/8 time (counting, rhythmic notation, and performance) • Limericks <p><u>INSTRUMENTAL - ADDITIONAL</u></p> <ul style="list-style-type: none"> • Alla breve • Modulation • Chromatic • Enharmonic • Counter melody • March Structure/organization <ul style="list-style-type: none"> -First strain -Second strain -Trio -Dogfight section -Grandioso or final trio <p><u>CHORAL - ADDITIONAL</u></p> <ul style="list-style-type: none"> • 6/8 time (melodic notation and performance)

Begin initial work phase on Washington Post March

The next 2-3 lessons will focus on learning the march at a preliminary level. The rehearsals will emphasize basic competency with notes and rhythm.

Intermediate rehearsals of Washington Post March In these lessons students will begin to work on articulation, dynamics, phrasing and transitions.

March Form Analysis lesson

(Attachment: marchform.docx or marchform.pdf)

Using a recording of the Washington Post March, students will complete a worksheet which guides them through the structural components of an American military march. They will also hear a recording of Sousa's High School Cadets to see of the form remains the same.

Final rehearsals of Washington post

In these final rehearsals, students will work on clarifying articulation, dynamics, intonation, phrasing etc. The discussion of march form will be related to how the articulation dynamics and instrumentation change with each section.

Concert performances (and NYSSMA adjudication!)

Performance analysis

(Attachment: performrubricselfassessinstrument.docx or performrubricselfassessinstrument.pdf)

Students will listen to recordings (or watch a video) of their performance. They will be asked to critique themselves. They will be asked to assess to determine if they were successful in bringing out the unique character of each section of the march.

CHORAL - ADDITIONAL LESSONS

Writing a Limerick Melody

(Attachment: LimerickMelody.docx or LimerickMelody.pdf)

Taking into account their study of 6/8 time and the specific qualities of a Sousa March (tempo, dynamics, articulation, rhythm) students will compose and notate a simple melody for the limerick they wrote in an earlier lesson.

Limerick Melody Performance

(Attachment:

SousaLimerickMelodyRubric.docx or SousaLimerickMelodyRubric.pdf)

Students will perform their limerick melody for the class. Students will incorporate proper vocal technique (correct pitch and tone quality, breath support, vowel/consonant clarity) as well as the stylistic nuances demonstrated by Sousa marches (tempo, dynamics, articulation, rhythm).

Performance analysis

Students will listen to recordings (or watch a video) of their performance. They will be asked to critique themselves. They will be asked to determine if they were successful in bringing out the unique characteristics of a march in 6/8 time while also demonstrating proper vocal technique.

Students will also critique whether or not the properly notated their composition.

CORE - ADDITIONAL LESSONS

Limerick Performance

Students will perform their limerick for the class (rhythmic chanting). Students will incorporate the stylistic nuances demonstrated by Sousa marches (tempo, dynamics, articulation, rhythm).

Performance analysis

Students will listen to recordings (or watch a video) of their performance. They will be asked to critique themselves. They will be asked to determine if they were successful in bringing out the unique characteristics of a march in 6/8 time.

-  [INTRO TO 6/8 NOTATION AND COUNTING](#)
-  [Writing a Limerick in 6/8 time](#)
-  [Writing a Limerick in 6/8 time](#)
-  [Rubric for writing a Limerick in 6/8 time](#)
-  [Rubric for writing a Limerick in 6/8 time](#)
-  [An introduction to the life and work of Sousa](#)
-  [Example Lesson: Sousa Life & Work](#)
-  [Example Lesson: Sousa Life & Work](#)
-  [Web Quest/Homework - Sousa](#)
-  [Web Quest/Homework - Sousa](#)
-  [Lesson plan for sightreading WPM - Instrumental](#)
-  [Lesson Plan for sightreading WPM - Instrumental](#)
-  [March Form Analysis Worksheet - Instrumental](#)
-  [March Form Analysis Worksheet - Instrumental](#)
-  [Performance Rubric and Self Assessment - Instrumental](#)
-  [Performance Rubric and Self Assessment - Instrumental](#)
-  [Compose a Limerick Melody - Vocal](#)
-  [Compose a Limerick Melody - Vocal](#)
-  [Limerick Melody Rubric - Vocal](#)
-  [Limerick Melody Rubric - Vocal](#)

Resources

-  <http://www.youtube.com/watch?v=Mxrh1CrMmTY> - Video - Sousa: Washington Post March - performed by the U.S. Marine Band (include in The Life and Music of John Philip Sousa lesson)
-  <http://www.youtube.com/watch?v=a-7XWhyvIpE> - Video - Sousa: Stars and Stripes Forever - performed by the U.S. Marine Band (include in The Life and Music of John Philip Sousa lesson)
-  <http://www.dws.org/sousa/> - Sousa Biography
-  <http://www.pbs.org/capitolfourth/sousa.html> - Sousa Biography
- Bierly, Paul E. "John Philip Sousa: American Phenomenom" Copyright 1973, 2001 by Paul E. Bierly, Published by Warner Bros. Publications.
- Norman E. Smith "March Music Notes" Copyright 1993 by Norman E. Smith, Published by Program Note Press.
-  <http://www.poetry-online.org/limericks.htm> - Poetry On-Line: Limericks
-  <http://www.gigglepoetry.com/poetryclass/limerickcontesthelp.html> - Giggle Poetry: Limericks
-  <http://www.free-scores.com/download-sheet-music.php?pdf=10050> - Sheet Music (free, PDF form) - Sousa, Washington Post March
-  <http://www.jwpepper.com/2465383.item> - Sheet Music (band set and score with preview) - Sousa, Washington Post March Arr. Andrew Balent