



MUSIC IN THE SCHOOLS

LESSON PLANNING RESOURCES FOR BEGINNER/INTERMEDIATE BAND

Dear Music Educator,

“The President’s Own” United States Marine Band has created the following lesson planning materials as a supplemental resource to be used with its Fall 2020 Music in the Schools virtual performances. The video for wind players and percussionists is titled “Why I Love Playing Music” and can be found on the Marine Band’s YouTube channel at <https://youtu.be/pmsr7jdHDkk>.

Performance Description:

For musicians in beginner/intermediate band. There are endless varieties of music, and just as many reasons to love playing it! In this performance, percussion, brass and woodwind ensembles from the Marine Band share their musical talents, as well as the reasons they love making music.

We hope you find these materials useful for your classroom and that your students realize a newfound appreciation and understanding of music.

Please also take a moment to explore our other educational materials at www.marineband.marines.mil/Educational.

Semper Fidelis,

“The President’s Own”
United States Marine Band

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Colonel Jason K. Fettig, Director

Beginner/Intermediate Band
Fall 2020
Music in the Schools

Why I Love Playing Music

Owen Clayton Condon (b. 1978)

Fractalia (2011)

*GySgt Jonathan Bisesi, GySgt Gerald Novak,
SSgt Michael Hopkins, and SSgt Darren Lin, percussion*

Leonard Bernstein (1918–90)
arranged by Jack Gale

“Tonight” from *West Side Story*

*GySgt Robert Singer and SSgt Nathan Clark, trumpet
SSgt Timothy Huizenga, horn
MGySgt Chris Clark, trombone
SSgt Simon Wildman, tuba*

György Ligeti (1923–2006)

Allegro con Spirito from *Six Bagatelles for Wind Quintet* (1953)

Carl Nielsen (1865–1931)

Allegro ben moderato from *Quintet*, Opus 43

Paquito D’Rivera (b. 1948)

Contradanza from *Aires Tropicales* (1994)

*MSgt Elisabeth Plunk, flute
MGySgt Leslye Barrett, oboe
SSgt Kristin Bowers, clarinet
SSgt Stephen Rudman, bassoon
GySgt Douglas Quinzi, horn*



QUESTIONS FOR CLASS DISCUSSION

- The musicians of “The President’s Own” gave many reasons for their love of playing music. Can you name one that you agreed with and explain how it relates to you?
- Name a piece of music that represents your love of playing music. What makes this piece special to you?
- Why do you love your specific instrument? Why did you choose to play this instrument?
- The percussion ensemble performed a piece called *Fractalia* while each remarking on their favorite aspect of the work. What were your thoughts about the piece? Do you think it would be fun to play? Why, or why not?
- The brass quintet performed “Tonight” from *West Side Story*. Was the melody familiar to you? Do you know any of the lyrics? Do you think that adding lyrics to music can help you remember the music itself? Do you think that sometimes it is easier to remember information you have learned when you put it to music?
- The musicians in the woodwind quintet talked about the important role music plays while dancing. What are some other things that you do while listening to music? How often do you hear music throughout your day?
- Have you ever seen a live performance by professional musicians? What group did you see? What did you like most about it?
- The musicians in these ensembles did not have a conductor. Describe some ways in which you think they were able to stay together while performing. How might it be different to play in a woodwind quintet, brass quintet, or percussion ensemble than in a full band?

MUSIC IN THE SCHOOLS

BEGINNER/INTERMEDIATE BAND - WHY I LOVE PLAYING MUSIC



WRITTEN ASSIGNMENTS

- Write a full paragraph about why you love playing music. Be prepared to read this response out loud to share with the class.
- If you had to convince a young musician looking to perform in band to play your instrument, how would you convince them?
- The composer of *Fractalia*, Owen Clayton Condon, was influenced by minimalism, electronica, and taiko drumming while writing this piece. Please define each of these musical terms. In a paragraph, explain what this music would sound like (without using these terms) to an alien from outer space that has never heard music before. Be as descriptive as possible!
- Choose one of the following pieces and write about what was happening in the world during the year it was composed. Include who was serving as President of the United States, one fact about this President, and at least one major world event.
 - » *Fractalia* by Owen Clayton Condon, 2011
 - » “Tonight” from *West Side Story* by Leonard Bernstein, 1957
 - » Six Bagatelles for Wind Quintet by György Ligeti, 1953
 - » Quintet, Opus 43 by Carl Nielsen, 1922
 - » Aires Tropicales for Woodwind Quintet by Paquito D’Rivera, 1994
- Read about the Marine Band’s history (<https://www.marineband.marines.mil/About/>), then write one page about the Marine Band’s relationship to our nation’s history. Include dates, major historical events that the Marine Band participated in, famous leaders of the organization, and at least one interesting fact about the band that surprised you.

MUSIC IN THE SCHOOLS

BEGINNER/INTERMEDIATE BAND - WHY I LOVE PLAYING MUSIC



EXTENSION ACTIVITIES

- Prepare a short excerpt of the piece that best represents why YOU love playing music (no more than 30 seconds), and make a video of yourself performing this work. Before you start to play, record a brief introduction to the video stating your name, why you love playing music, and the title and composer of the piece.
- Make a video of an advertisement for your school band. The goal is to convince a friend who isn't in band to join band. The video must be between 30 seconds and one minute long, and include at least 5 seconds of a demonstration of your instrument.
- Choose your favorite style of music. Is it a fast dance? Is it a slow love song? Is it something you would fall asleep to or listen to at a party? Once you have picked a style, see if you can "improvise," or make up your own melody, to fit this style. Record your improvisation with an introduction stating your name and what this improvisation represents to you.
- Tips on Improvisation:
 - » Start off with a note in your range, and play different rhythms on this note.
 - » Once you have a fun rhythm, stick to notes that are all in the same scale, and see if you can go up then down the scale.
 - » Repeating notes and rhythms is okay!
 - » Once you have tried to improvise using different rhythms and notes next to each other in a scale, try skipping over some notes, or changing directions in the scale you are using for added interest.
 - » There are no wrong answers!
 - » Check out this link for an example: <https://youtu.be/A57IJLpWlfg>
- Take a piece you know, and write lyrics to your part. To turn this in, please include the title and composer of the piece at the top of the page before the lyrics. Play it again, and notice whether it feels different now that you have lyrics.
- Learn to say the rhythms of *Fractalia* out loud, using the chart in Appendix A as a guide.

MUSIC IN THE SCHOOLS

BEGINNER/INTERMEDIATE BAND - WHY I LOVE PLAYING MUSIC



SHEET MUSIC ANALYSIS

Research answers to the first five questions. Next, refer to Appendix B for Carl Nielsen's Allegro ben moderato from Quintet, Opus 43, then add the appropriate markings to the music.

1. Where is the composer from?
2. In what years was this composer alive?
3. When was this piece written?
4. What is an opus number?
5. Please define the following words found in the music:
 - » Allegro ben moderato
 - » Calando
 - » A Tempo
 - » Tranquillo
 - » Espressivo
6. Add these markings to the music:
 - » With a circle ○, mark every key signature.
 - » With a square □, mark every time signature.
 - » With an "X", mark every accidental.
 - » With an arrow ➡, mark the dynamics.
 - » With a star ★, mark any style/phrase suggestions.
 - » With an underline _____, mark any tempo markings.
 - » With brackets { }, mark any repeats or other "road map" notations.
 - » With parentheses (), mark cues for the other instruments.
 - » With a double circle ©, mark every clef.



STUDENT REFLECTION WORKSHEET


As you watch the video, pay special attention to the musician from “The President’s Own” who plays your instrument. Notice their sound, posture, breath, preparatory movements, and overall demeanor.

1. What instrument do you play and how long have you been playing it?
2. Do you play your instrument outside of the classroom? If so, how? If not, what are ways you could?
3. Describe the posture of one of the Marine musicians. What instrument are they playing? Do they look tense or relaxed? Are they sitting up straight or standing?
4. Name one thing you notice about the technique of the musician you described in question #3 that may help you as you practice.
5. Were there parts of the video that made you want to try something new or challenging? What would you like to try?
6. Describe something you liked about the sound the musician was able to achieve on your instrument. (Hint: This could be related to tone, articulation, clarity, or intonation.)
7. What is one thing that you would like to improve about your playing? List two concrete ways you could practice this aspect of your playing.
8. List two questions you have for the musicians from “The President’s Own” United States Marine Band who appeared in the video.

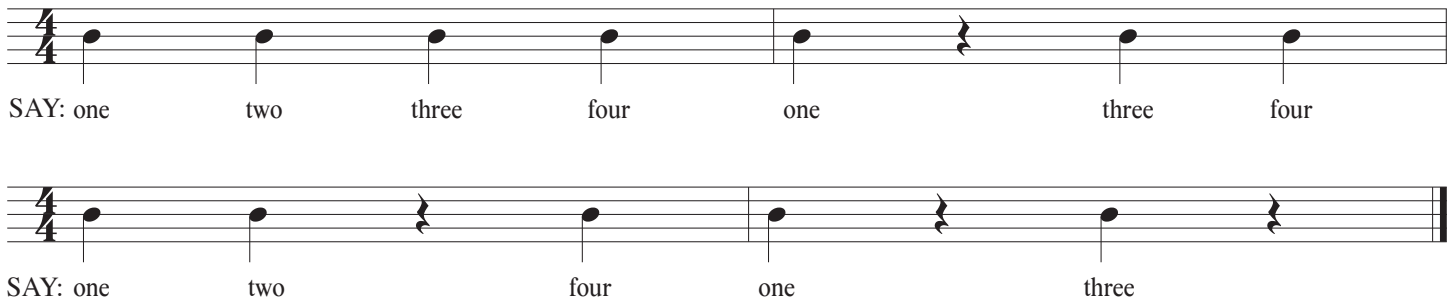
Rhythm Out Loud

There are many ways to SAY rhythms. Let's see if we can learn how to say rhythms based off of where they fall in a measure, and use some of the music you just heard to practice!

APPENDIX A

In 4/4, or "Common Time," the quarter note () gets the beat. Whenever a note falls on one of these four big beats in the measure, you say the number of the beat on which it falls.

Example 1:

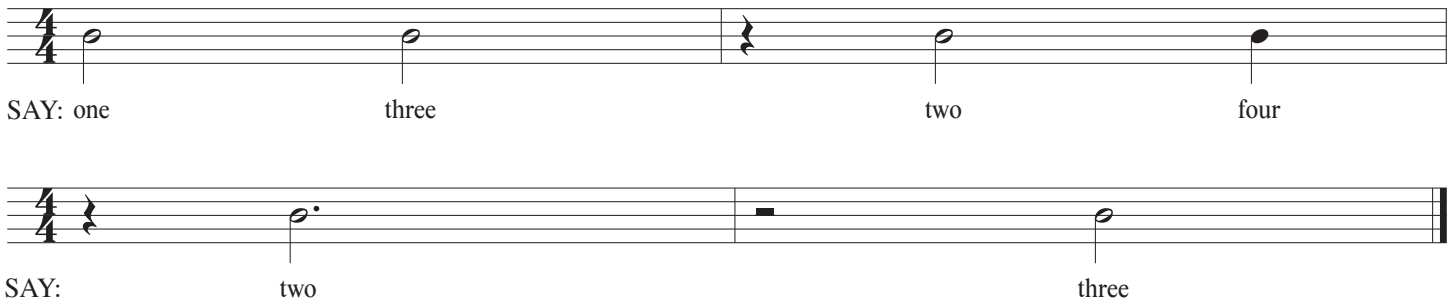


SAY: one two three four one three four

SAY: one two four one three

If the duration of a note is longer than a quarter note, you only say the beat on which it starts.

Example 2:

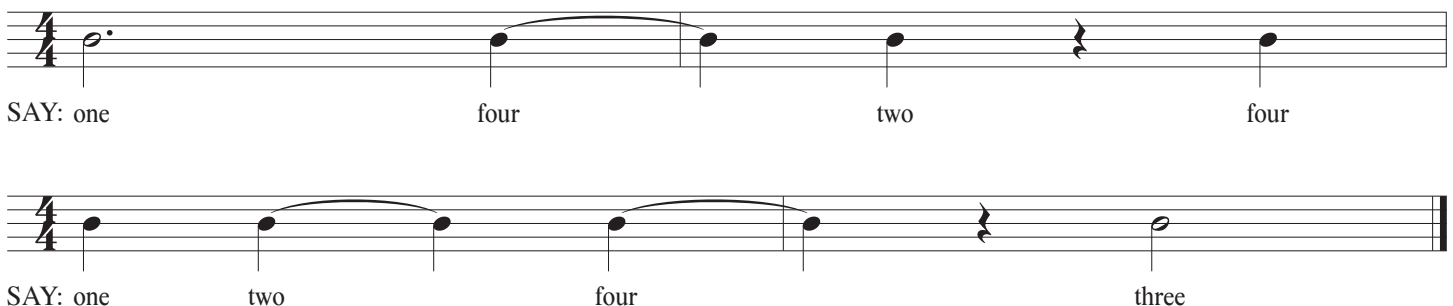


SAY: one three two four

SAY: two three

What if there is a tie between notes? You only say the number of the beat it started on - you do not need to say any of the other numbers, just as you would not "re-articulate" that note if you were playing it on your instrument.

Example 3:



SAY: one four two four

SAY: one two four three

Can you use the melody you just heard the brass quintet of "The President's Own" perform to fill in the correct rhythm? Once you have written out the numbers you will say, can you say them in time?

"Tonight" from West Side Story
Leonard Bernstein
arr. Jack Gale

APPENDIX A

♩ = 132

Start Here

2

23

sub. *mf*

31


7

39

f


End

f

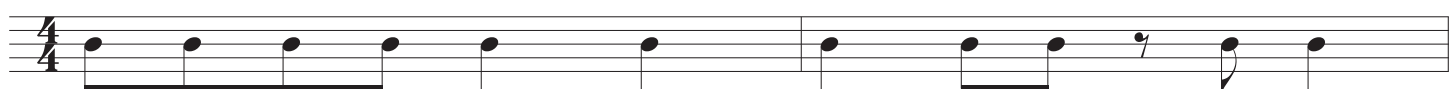
Now let's add some eighth notes () to "subdivide" our quarter notes! When you subdivide with eighth notes, you say the word "and" using the symbol "&." This can be tricky because you only SAY where the eighth note falls on the beat. If it falls on the big beat, you say the number of the beat. If it falls directly between both beats evenly, then you say "and."

APPENDIX A

Example 4:



SAY: one and two and three and four and one two three and four and




SAY: one & two & three four one two & & four

Fill in:






As you begin to use sixteenth notes (), the big beats and eighth note subdivisions stay the same, but you can add in two more words to represent these rhythms. They are "Ee" and "Uh" which can be written "e" and "a" in shorthand. Wherever a note falls, regardless of its duration, these are the words you will say to represent the rhythm.

Example 5:




SAY: 1 e & a 2 e & a 3 e & a 4 e & a 1 2 e & a 3 4 e & a



SAY: 1 e & a 2 3 e & a 4 1 e & a 2 e & a 3 e & a 4

Pretend that there are always sixteenth notes running along in the music to keep the time steady. This will help you say the correct word that relates to each sixteenth note.

Example 6:



SAY: 1 e & a 2 e & 3 e & a 4 e & 1 & a 2 & a & a 4



SAY: 1 a 2 a 3 a 4 1 & e & a 3 & 4 e

You try! Here are some rhythms from *Fractalia* as performed by the musicians from the percussion ensemble in "The President's Own." Can you write the rhythm below and say it out loud?

Fill in:

APPENDIX A

The image displays a musical score for a piano exercise, written in 4/4 time. The score consists of six staves, each with a set of three horizontal lines (top, middle, bottom) and a dashed line below. The first staff begins with a 4/4 time signature. The notation includes eighth and sixteenth notes, frequently beamed together in groups. There are also rests and slurs indicating phrasing. The piece concludes with a double bar line at the end of the sixth staff.

KVINTET

for Fløjte, Obo, Klarinet, Horn og Fagot.

APPENDIX B

BASSOON

I.

Carl Nielsen, Op. 43.

Allegro ben moderato.

Solo.

mp

p

calando a tempo

p

f

pp

f

Klar.

mp

stacc.

f

tranc.

(quasi rall.) a tempo

pp

col obo

p espr.

f