



**MUSIC IN OUR SCHOOLS MONTH®** 

## **Music In Our Schools Month® General Music: 4th Grade, 2020–2021**

### **“The Stars and Stripes Forever” by John Philip Sousa**

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**Overview:** Throughout these lesson plan launching points, students will explore the history of patriotic songs and use their musical skills to analyze characteristics and forms of patriotic music. Students will combine their musical knowledge of rhythms to provide accompaniments to the music and will also use their improvisation and creative skills to put together a full program using patriotic music.

“The Stars and Stripes Forever”

Recording: <https://www.loc.gov/item/jukebox-117907/>

#### **Prerequisite Skills**

For students to be successful in this unit they will need knowledge of and experiences with the following:

- Maintaining a steady beat.
- Identifying musical form.
- Demonstrating proper singing and/or instrument technique.
- Reading basic musical notation.
- Writing using basic musical notation.

## **Instructional Goals/Objectives**

**Launching Point 1:** Students will analyze the form of a piece of music and using their rhythmic knowledge, will compose rhythmic patterns to accompany each musical section of the piece.

**Launching Point 2:** Students will work towards creating a full musical performance centered around the piece of music used in the above launching points. Students will use their composed rhythmic accompaniments and also be able to incorporate improvisation and other arts elements.

**Launching Point 3:** Students will use research skills to learn about the history and development of a style of music and how it has influenced music today.

## **National Core Arts Standards (2014)**

### ***ANALYZING***

- MU:Pr4.2.4a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
- MU:Pr4.2.4c. Explain how context (such as social and cultural) informs a performance.

**Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question:** How does understanding the structure and context of musical works inform performance?

### ***CONNECTING***

- MU:Cn11.0.4a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr1.1.4a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).
- MU:Pr4.2.4c. Explain how context (such as social and cultural) informs a performance.
- MU:Re7.2.4a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

***RESPONDING***

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question:** How do individuals choose music to experience?

MU:Re7.1.4a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

**Teacher Talk—To the Teacher**

In this lesson, students will be able to discuss how music has been used historically for various occasions and will research and learn how patriotic music became a part of our United States history. Students will analyze the form of a selected piece of patriotic music, “The Stars and Stripes Forever,” and create accompaniment rhythms to perform with each section of the form. Student will then look at how other arts elements can contribute to a full musical performance and will work to add these elements to the performance of this piece.

**Launching Point 1:** Students will analyze the form of a piece of music and using their rhythmic knowledge, will compose rhythmic patterns to accompany each musical section of the piece.

**Launching Point 2:** Students will work toward creating a full musical performance centered around the piece of music used in the above launching points. Students will use their composed rhythmic accompaniments and also be able to incorporate improvisation and other arts elements.

**Launching Point 3:** Students will use research skills to learn about the history and development of a style of music and how it can be used for specific purposes.

## **Launching Point 1**

**Objective:** Students will be able to analyze and label the form of “The Stars and Stripes Forever” and create rhythmic accompaniments to perform with each section.

**Essential Question:** How does understanding the structure and context of music inform a response?

**Specific Performance Standard:** MU:Pr4.2.5a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

### **Procedure**

1. Play “The Stars and Stripes Forever” for the class. Have students listen for big changes in the music.
2. Review basic labeling of form and have students name each section of the form.
3. Review basic rhythmic patterns students have already learned and demonstrate how those rhythms can be used to accompany the music.
4. Have students create their own rhythm patterns to go with each section of the music.

### **Assessment**

Teachers can assess by observing their students rhythmic compositions and how they apply them to the musical performance.

## Launching Point 2

**Objective:** Students will be able to use other mediums such as movement, drama, and visual arts to enhance their performance of John Philip Sousa’s “The Stars and Stripes Forever.”

**Essential Questions:** How do musicians generate musical ideas? How can these ideas be used to enhance an existing song?

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

### Specific Music Performance Standards

- MU:Cn11.0.4a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr1.1.4a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).
- MU:Pr4.2.4c. Explain how context (such as social and cultural) informs a performance.
- MU:Re7.2.4a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

### Procedure

1. Show students examples of full performances of “The Stars and Stripes Forever,” and discuss what details of the performances in addition to the musical aspects. A video of “The President’s Own” in performance is found at <https://www.youtube.com/watch?list=RD02qgABUZ4i9co&v=a-7XWhyvIpE>
2. Have students create categories based on the various details observed.
3. Divide students in groups, and have each group work on ideas for their specific category. Example: A visual arts category group of students may work together to create artwork to display while the music is being performed.
4. Bring groups together and discuss the ideas generated from each group and how those ideas can come together with the music/rhythmic accompaniment to create a full performance of Sousa’s “Stars and Stripes Forever.”

### Assessment

Students will be assessed as they are working in groups and sharing ideas, demonstrating their understanding of how a comprehensive performance is constructed.

### **Launching Point 3**

**Objective:** Students will use research skills to research information about patriotic music. Students will look at the history of patriotic music and how it is often used for specific purposes.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**Specific Performance Standard:** MU:Pr4.2.5c. Explain how context (such as social, cultural, and historical) informs performances.

#### **Procedure**

1. Discuss with students how types of music have often been created for specific purposes. Engage students in the discussion by asking their opinions on what certain types of music may have been created for. Extension question: Can you think of an occasion or event that is NOT associated with a certain type of music? What type of music would be appropriate for that occasion or event? Could a new type of music be created for that purpose?
2. Give students the task of researching the history and patriotic music. How did it get started? What holidays and events typically use patriotic music? How has patriotic music become an important part of our culture?

#### **Assessment**

Using teacher-established criteria, students can present their research findings in any of a variety of ways; writing assignment, poster presentation, aural presentation, peer/group discussion.