



MUSIC IN OUR SCHOOLS MONTH®

Music In Our Schools Month®, General Music: 3rd Grade, 2021–2022

"Washington Post March" by John Phillip Sousa

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Overview: Throughout these lesson plan launching points, students will analyze the form of a selected piece of music and write simple accompaniments. Students will listen to analyze musical characteristics of the piece, such as mood/emotion, tempo, and articulation. Students will then utilize research skills to learn more about musical history and how different genres were used for specific purposes.

"Washington Post March" Recording: <https://www.loc.gov/item/jukebox-120184/>

Prerequisite Skills

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

- Maintain a steady beat.
- Demonstrate proper singing and instrument technique.
- Read basic musical notation.
- Write using basic musical notation.

Instructional Goals/Objectives

Launching Point 1: Students will discuss form and how to label the parts of a piece of music and then apply that to Sousa's "Washington Post March."

Launching Point 2: Students will improvise rhythmic patterns to accompany the music and then notate their rhythms.

Launching Point 3: Students will utilize research skills to learn about the history and development of a style of music and discuss the purpose of that style of music.

National Core Arts Standards (2014)

Analyze

Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation

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?

Creating

MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Performing

Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Teacher Talk—To the Teacher

Historical recordings from the Library of Congress are offered in this lesson and may sound of different quality than teachers and students may be used to. The teacher should feel free to substitute their own recordings and examples for the items in this lesson.

In this lesson, students will discuss how music is organized into sections and practice identifying musical form using Sousa's "Washington Post March." Students will then practice simple ostinatos to accompany the music and begin to improvise their own rhythms which they will notate using standard musical notation (on paper or using notation software). Students will finally discuss how music is often written for specific purposes and how music has been used historically for various occasions. They will conclude this section by researching the history of patriotic music.

Launching Point 1: Students will discuss form and how to label the parts of a piece of music and then apply that to Sousa's "Washington Post March."

Launching Point 2: Students will improvise rhythmic patterns to accompany the music and then notate their rhythms.

Launching Point 3: Students will utilize research skills to learn about the history and development of a style of music and discuss the purpose of that style of music.

Launching Point 1

Objective: Students will discuss form and how to label the parts of a piece of music and then apply that to Sousa’s “Washington Post March.”

Analyze: Analyze the structure and context of varied musical works and their implications for performance.

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

Specific Performance Standards

MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation

Procedure

1. Play “Washington Post March” for the class. Have students listen for big changes in the music. Discuss how these big changes often lead to a new section of the music, the “form.”
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 practice creating a form of their own using small rhythmic patterns.

Extension: Challenge students to find another way to create form using everyday items.

Assessment

Teachers can assess by having students raise their hand when a change in the musical form occurs. By writing their own rhythms and creating a form with them, students can also be assessed by how to put together their form.

Launching Point 2

Objective: Students will improvise rhythmic patterns to accompany the music and then notate their rhythms.

Essential Question: How do musicians make creative decisions?

Specific Performance Standards

MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

Procedure

1. After students analyze the form of the piece and have practiced manipulating musical form, have them create an ostinato pattern to accompany each section of the piece.
2. Once students feel comfortable with an ostinato pattern, discuss how musicians can improvise rhythms to accompany music.
3. Using body percussion, have students improvise a rhythm as the music plays. They can begin with just a steady beat and change where they show the beat, and then go on to change up the rhythm as they become more comfortable with improvising.
4. Ask students to improvise and then select their favorite rhythm of those they created. Have students use standard and/or iconic notation and/or recording technology to document their rhythmic ideas. These selected rhythms could be used to create a new ostinato for the class to use for a performance of the piece, adding instruments, etc.

Extension: Divide the class into groups and have each group improvise and then use those ideas to create a group rhythm accompaniment.

Assessment: Students will be assessed as the teacher watches their ostinatos (are they listening for musical cues to follow the form and change the rhythm for each section?) and their improvised patterns. Further assessment can be from the small group performances.



Launching Point 3

Objective: Students will use research skills to learn about the history and development of a style of music and discuss the purpose of that style of music, specifically patriotic music.

Essential Question: How do performers select repertoire?

Specific Performance Standard

MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

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.
2. Specifically related to patriotic music such as the works of John Phillip Sousa, WHY do you think patriotic was created? 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 society?

Assessment

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