

Short Notes in It Had To Be You

Skills/Subjects to be learned: Identifying and playing short notes with proper technique and articulation according to the demands of the chart.

Note: Students will have a basic understanding of the notes, rhythms, and articulations of “It Had To Be You” and therefore may need a review of these aspects in order to secure them. These aspects should be visited in order to enhance the style of the short notes within the chart.

Big Idea:

Music is a process that relies on the interplay of the senses.

Objective:

Given guided listening, an explanation of how and where to play short, and modelling/guided practice opportunities of playing short notes in “It Had To Be You”, the student will demonstrate the ability to properly articulate short note values, as assessed by the teacher in a group performance, where the student will perform mm. 1-9 of “It Had To Be You” with no more than 2 errors in pitch, rhythm, and articulation. (S/NS)

Equipment & Resources:

- Students’ respective instruments
- Chart for “It Had To Be You”
- Pencil to make score markings
- Speaker/sound system to listen to song recording
- Chair with no arms, suitable for playing

Methodology:

AS T. will put on a recording of “It Had To Be You” to refresh S. on sound and feel of the chart. S. will be asked to listen closely to how the melody is being sung (i.e., with what type of articulation, particularly at the end of phrases).

I T. will explain that today’s focus is to secure rhythms and pitches in “It Had To Be You” while paying close attention to how the short notes within the chart are to be played and articulated. Class will conclude with an informal assessment of S. progress.

M T. will give an initial demonstration by singing the melody, in both the correct and incorrect style. S. will listen closely to T. so that they are able to identify how the end of each phrase is articulated and determine which demonstration was more true to the song’s style. *NB: T. will*

encourage S. to know and be aware of the lyrics (i.e., able to sing them in their head while playing) in order to get a better feel for the style/meaning.

D T. and S. will have a short discussion on how the short notes (i.e., any note followed by a rest and/or quarter notes) should be played and articulated in this chart. T. will make it clear that “short” in this sense does not mean staccato (detached) but instead like a gentle release, which may include using the tongue to stop the sound.

GP S. will play through the entire chart while keeping in mind the style of the short notes. T. will listen for correctness.

M T. will ask either Trumpet/Sax/Trombone section (depending on success during first run through) to give a demonstration from mm. 1-9. S. will listen for short note articulations and be asked to copy it in their playing.

GP S. will play through mm. 1-9 with proper short note articulations. T. will listen for correctness and make suggestions/isolate parts as necessary.

GP Depending on time and S. progress, T. will continue to listen to chart section by section while paying close attention to short note articulations.

Sections will include: mm. 10-17

mm. 18-25

mm. 26-33

mm. 34-41

mm. 42-end.

NB: some sections are similar and/or the same to previous sections and may not need to be revisited (i.e., mm. 18-25 are the same as mm. 1-9)

IP As the band goes through each section, S. will make note of any improper short notes with their pencils in their scores.

IA As a group, S. will perform mm. 1-9 in “It Had To Be You” with proper short note articulation. Grading of student accomplishment of the instructional objective of this lesson is done on a Satisfactory/Non Satisfactory basis.

C S. are congratulated on their efforts and progress, given suggestions of what they may need to continue working on, and feedback on what they did well. If time allows, S. will play through the rest of the chart but this time paying close attention to the style and how the short notes help to bring out the melodic style of the song. *NB: This will prepare S. for what to expect the next time we work on this chart together.*