

Transitions in Hollywood Milestones

Skills/Subjects to be learned: Identifying and performing transitions with proper tempo and style.

Note: Students have already developed an understanding of the notes, rhythms, and articulations of “Hollywood Milestones”. Although a review of these concepts may be necessary, the focus for the lesson will and should be on tempo and style, particularly at the various transitions within the score.

Big Idea:

The nuances of musical expression are understood through deeper study and performance.

Objective:

Given guided listening and modeling/guided practice opportunities of playing transitions in tempo and style in “Hollywood Milestones”, the student will demonstrate the ability to identify and perform transitions, as assessed by the teacher in a group performance, where the student will be given 3 opportunities to accurately perform mm. 159-184 in “Hollywood Milestones” with proper identification and performance of transitions in tempo and style. (S/NS)

Equipment & Resources:

- Students’ respective instruments
- Score for “Hollywood Milestones”
- Pencil to make score markings
- Speaker/sound system to listen to score recording
- Chair with no arms, suitable for playing

Methodology:

I T. will take attendance, distribute any spit pads, check-in with S, and welcome everyone back from Spring Break!

AS T. will lead S. through a 10-15 minute warm up consisting of the following exercises:

Physical:	Posture check-in
Breathing:	Silent breaths
Technique:	Scales (Concert D, A and E major & harmonic minor)
Ear Training:	Circle of Fifths (D R M R D and D T L T D)
Intonation:	Tune to String Bass/Tuba (Concert A WW, Concert Bb Brass)
	<i>*Percussion set-up for Hollywood Milestones</i>

Balance/Blend: Interval Tuning 1 (p. 30)
Chorale 2 (p. 31) - watch for ritard cue!

DLA T. will put on a recording of “Hollywood Milestones” to refresh S. on sound and feel of the medley. S. will be asked to listen closely to how each song transitions from one to the other. S. will use their pencils to write a descriptive word (i.e., an adjective) directly in their scores to describe the feeling/mood of each transition (or the style).

I T. will explain that today’s focus is to secure rhythms and pitches in “Hollywood Milestones” while paying close attention to how each song transitions from one to the other and securing said transitions in tempo and style. Class will conclude with an informal assessment of S. progress.

GP S. will play through the entire medley while keeping in mind the feeling/mood or style of each transition. T. will use this as a diagnostic assessment (formative assessment) to listen for correctness and make note of problem areas to address in lesson.

IP S. will take a moment to do a quick self-evaluation/reflection of which sections felt less secure for them and circle/star them in their scores. This becomes their areas to work on during independent practice/sectionals.

GP Depending on S. progress/success, T. will circle back to problem areas, particularly transitions. Possible transition sections include:

mm. 14-17
mm. 39-42
mm. 56-59
mm. 76-79
mm. 99-102
mm. 118-121
mm. 139-143
mm. 156-159
mm. 171-174 (likely the hardest section),
mm. 182-185
mm. 198-202
mm. 219-end (largest section)

GP S. will play through each section as necessary. T. will listen for correctness and make suggestions/isolate parts as necessary. *NB: T. will make note to pay close attention to mm. 171-174 and work to secure it the most.*

IP If deemed necessary and time allows, T. will give each section 2 minutes to work on problem areas and circle around to check-in on progress/offer suggestions. *NB: This would be a good approach for mm. 171-174.*

GP S. will come back together one last time to work on mm. 171-174. Once this transition feels secure, S. will play from m. 159 through the transition at m. 174 and onwards.

IA As a group, S. will first identify where the transition is in mm. 159-184 of “Hollywood Milestones”. Then, S. will be given 3 opportunities to accurately perform mm. 159-184 with proper transitions in tempo and style. 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 on from m. 184.