



Band Virtual Learning

High School Band

April 21, 2020



High School Band
Lesson: April 21, 2020

Objective/Learning Target:
Students will:

- Listen to the same piece of music performed by different groups/artists
 - Compare/Contrast songs using music vocabulary



Music Vocabulary Review:

What terms can you use to describe music? Here are a few options:

Dynamics: Level of Volume

Harmony: Two or more tones performed at the same time.

Instrumentation: Instruments involved

Melody: Meaningful succession of pitches - what do you hum when you listen?

Meter: Organization of rhythm into patterns of strong and weak beats.



Music Vocabulary Review:

Pitch: Highness or lowness of sound

Rhythm: Arrangement of time in music.

Tempo: Rate of speed at which a musical piece is performed.

Texture: How melodic lines are used in music

Theme: Melody that recurs throughout a section, a movement, or an entire piece.

There are so many options! Remember back to when we discussed writing about how music makes you feel. Is it happy? Sad?



Extra Vocabulary Practice:

Extra practice on terms!

Check out this [site](#). You can turn music terms into flashcards.



Compare/Contrast:

Listen to the musical selections on the following slides. Today, we will be listening to the same piece performed by different ensembles and then compare/contrast them. There are many different ways you can compare/contrast these selections. Don't forget to use different musical descriptive terms!

You could use charts, focused notes, brainstorm, [graphic organizers](#), etc.



Let's Get Started:

The piece you will be listening to today is
Fanfare for the Common Man
By Aaron Copland.

Take a moment to read about this American composer and his most famous concert opener.



Practice: Compare/Contrast

“Fanfare for the Common Man”

By: Aaron Copland

[President’s Own Marine Band](#)

[Emerson, Lake, & Palmer](#)

[Washington Cathedral Pipe Organ](#)



Practice: Compare/Contrast

Which version did you like best? Why?

Be sure you utilize the vocabulary terms we reviewed at the beginning of this lesson!



Practice: Compare/Contrast

Can you find other songs to compare and contrast? It is very common in early pop music and especially in jazz to find several different versions of the same song.

How about the Whitney Houston song, *I Will Always Love You*? Did you know it was actually a Dolly Parton song? Compare and contrast these two versions!

[Dolly Parton](#) vs. [Whitney Houston](#)