

Building to *Barbarossa*

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Suggested Grade Level: 7-8

Goal: For students to be rhythmically and stylistically prepared to play the piece *Barbarossa* by William Himes.

- Standards:**
- 3: I can produce a characteristic tone.
 - 4: I can perform with technical accuracy and expression.
 - 5: I can perform using musical notation.

Lesson:

In order to prepare students for the playing of the piece *Barbarossa*, the following rhythm and stylistic exercises will be utilized. Pairing these new rhythms and time signature with the familiarity of the Concert F scale allow students to focus on the new concepts rather than the notes. That way, when found in the music, the rhythms become the familiar concept and the musical line is the new concept.

The following is the flute part to the warm-up. These rhythmic elements should be done after proper long tone exercises. Notice there is a 2-bar rhythm that repeats for every note going up the Concert F scale. This rhythm, as well as the accents and dynamic level, appears in the first two measures of the piece. After doing this variation, the exercise should be practiced again at a soft dynamic level with staccato articulation, rather than accents. That variation appears a little later in the piece in the upper woodwinds.



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The last rhythm is set to a scale since it mostly appears in the music as a rising scale-like pattern:



Assessment: The teacher will assess the students’ understanding of the time signature, rhythm, and style of the piece by using formative assessments, such as thumbs up/thumbs down for general understanding or exit tickets (for example: “What kind of note gets the beat in cut-time?”). To assess performance capabilities, one of the exercises above will be chosen at random for students to pass-off for the teacher.



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