

Instructor: Malcolm Katzen

Unit: Harry Warren's *Chattanooga Choo Choo*

Class: Jazz Band

Unit Goals:

- Final performance of Harry Warren's *Chattanooga Choo Choo* at the 6th Grade Band concert in March.
- Understanding of what a swing chart sounds like.
- Understanding of who has the melody throughout the chart.
- Understanding of how to play different articulations.

Student Objectives:

- Students will be able to perform Harry Warren's *Chattanooga Choo Choo* with appropriate musical inflections.
- Students will be able to distinguish different articulations in various ways.
- Students will be able to identify which instruments have the melody throughout the entire chart.
- Students will be able to demonstrate swung eighth notes, in contrast to straight eighth notes.

Teacher Techniques and Strategies:

- Teacher will play a couple recordings of *Chattanooga Choo Choo*, performed by different ensembles playing the same or different arrangement.
- Teacher will isolate different instruments to help the students determine whether or not those instruments are playing the melody at various points in the chart.
- Teacher will use appropriate conducting gestures to convey dynamics, articulations, etc to students throughout the chart.
- Teacher will utilize exceptional practicing techniques when rehearsing with the students, so that they can have a better understanding of how to practice effectively.

Assessment:

- Teacher will constantly listen around the ensemble, varying my proximity to different sections, to assess sound quality, musical style, articulations, note accuracy, etc.
- Teacher will employ self-assessment frequently to engage students throughout the learning process.
- Teacher will ask questions to students about the music, regardless if their instrument is being rehearsed that moment.

Pennsylvania Arts and Humanities Standards Incorporated:

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
 - A. Know and use the elements and principles of each art form to create works in the arts and humanities.
 - B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
 - C. Identify and use comprehensive vocabulary within each of the arts forms.
 - D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
 - E. Communicate a unifying theme or point of view through the production of works in the arts.
 - H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
- 9.2 Historical and Cultural Contexts
 - A. Explain the historical, cultural and social context of an individual work in the arts.
 - B. Relate works in the arts chronologically to historical events.
 - C. Relate works in the arts to varying styles and genre and to the periods in which they were created.
 - F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
 - J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.
 - L. Identify, explain and analyze common themes, forms and techniques from works in the arts.

- 9.3 Critical Response
 - A. Know and use the critical process of the examination of works in the arts and humanities.
 - B. Analyze and interpret specific characteristics of works in the arts within each art form.
 - C. Identify and classify styles, forms, types and genre within art forms.
- 9.4 Aesthetic Response
 - C. Describe how the attributes of the audience's environment influence aesthetic responses.