

Lesson Plan on Form & Musical Structure: this lesson will take place after we practice some exercises (chromatics, scales or arpeggios) and some sight-reading (this is a daily routine for technique and reading development).

Subject: Music / Stage Band Class

Conceptual Objective: Form & Musical Structure in Stage Band Repertoire

Behavioral Objective: Students will be able to identify the characteristics of three different types of structural forms in popular music

Motivation:(relating prior knowledge to the new concept to be presented): Ask the students for the structure of different items in the classroom or their instruments (the piano: legs, keys, strings, case). Thereafter, the students will be informed that in popular music we have different types of musical forms that are identified by their structure.

Procedure: This class has a 90 minutes period and according to the information provided by the substitute teacher the students will perform a 12 bars blues during the first 45 minutes (Down at the Chicken Shack by Jimmy Smith). Refer to the blues structure (12 measures: 4 in the tonic chord, 2 in the subdominant, 2 in the tonic, 1 in the dominant, 1 in the subdominant, and 2 in the tonic) and briefly will analyze the chord structure by asking some of the students to perform the chord progression and other students to identify the chords. After the students' analysis, present one of the most popular structures in commercial music: ABA form. Please use Killer Joe by Benny Golson. The students will perform the melody of this musical arrangement and will hear the contrast of section A (moving short notes) from section B (long steady notes). They also will be informed that this style is one of the most common structures in popular music. At this point, ask the students if this type of form is characterized or identified by the harmonic aspect or by the melody part of the piece (this can be considered as a mid-evaluation of the lesson in which the instructor verifies if the concept has been understood and can proceed to the next step of the lesson).

After a brief discussion on the differences of the blues structure and the ABA form, proceed to introduce one of the least common structures in popular music: melodic riffs or four bars melodic phrases (according to ASCAP & BMI four measures or less is not considered a complete melody) over a repeated chord progression or vamp. The students will listen to Carlos Santana performing Tito Puente's "Oye Como Va" and will analyze the structure of the piece. During the listening portion, the students will receive the parts for this music and will perform some sections of the arrangement. After the performance, the students will compare this structure to the ones previously presented and will mention the similarities and differences.

Homework or procedures for further study: Identify two recorded or written examples of ABA form, blues structure and melodic phrases over vamp (point out the characteristics that made the musical work within that particular category).

Materials: written exercises, method book, musical arrangements (Down at the Chicken Shack, Killer Joe, Oye Como Va).