

Music Lesson Plan by Dr. Kirk Kassner

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Name of lesson: *William Tell Overture*

For students in grades: 4 and higher

Time required: at least four music class periods, more if class learns to play every phrase

National Standards:

- 2b. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
- 2f. Perform independent instrumental parts while other students sing or play contrasting parts.
- 5a. Read whole, half, dotted half, quarter, and eighth notes and rests in 3/4 meter.
- 5d. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.
- 6a. Identify simple music forms when presented aurally.
- 6e. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

EALRs:

- 2.2 Applies a performance process in the arts (analyzes structure and background of work, rehearses, adjusts, and refines through evaluation and problem solving, presents work for others, reflects and evaluates).
- 2.3 Applies a responding process to an arts presentation (engages actively and purposefully, describes what is seen and heard, analyzes how the elements are arranged and organized).
- 4.1 Demonstrates and analyzes the connections between the arts and other content areas (math) (integrates and adapts skills within the arts and other content areas).

Materials Needed: CD of *William Tell Overture*, listening map chart, six sets of phrase cards, chart arrangement for each phrase, printed copies of the listening map and phrase arrangements for students who can't see the chart and/or want to practice at home.

Procedure:

I. LEARN AND INTERNALIZE THE MUSIC'S FORM AND MATH CONNECTIONS.

Quadrant One: Why?

1. [Music playing as students enter the room]. Raise your hand if you know the name of this music. If no one knows *William Tell Overture*, tell them. This music became very famous about 50 years ago as the theme song for a TV Western show. Ask: What was the name of that program? [Lone Ranger]. Explain that your parents and grandparents will probably all be familiar with this music and will enjoy watching you perform it as the grand finale for our next program. We will be playing instruments along with the orchestra on the CD.

Quadrant Two: What?

2. [Display listening map] The music is made up of 11 different phrases arranged in the order indicated on the chart. Different people will play on different phrases, so it's important to know when each phrase begins. Listen the music and watch me point to each phrase as it occurs. [play music again].
3. Check for understanding by distributing phrase card sets to each group and have the group members divide the cards as equally as possible among the group. Explain that they should hold up the correct phrase card which matches the card I point to. [play music again and point to each phrase as it occurs].

Quadrant Three: How?

4. Invite one student to take over the pointing role, play music again, and have groups hold up cards again. Repeat with another student leader, if they need more practice.
5. Tell groups we will be giving up to 26 points, one point for every correct phrase card held up. We will practice until captains tell me their group has practiced enough. [play music multiple times and let groups practice together.]

Quadrant Four: What If?

6. What if your group was on a TV quiz show and had to compete with other schools on their ability to hold up the correct phrase cards. Could your group earn a perfect 26 points? Call for volunteer groups to go to the front of the class and hold up the cards in the correct

order. Other students must only be the audience – no helping the group. Give each group one chance to perform this task and award points as earned.

II Learn to play the add-on parts.

Quadrant One: Why?

7. Now that you understand the phrase order, we'll learn to play extra instrument parts for some of the phrases. When we put your class together with all the other classes in the program, all phrases will have extra instruments.

Quadrant Two: What?

8. Tell students which phrases their class will be playing and show them the charts of music for the phrases [distribute printed copies for those who cannot see the chart easily]. Distribute appropriate instruments and train students to play the phrase patterns.

Quadrant Three: How?

9. Practice playing the phrase several times until students feel comfortable and successful.


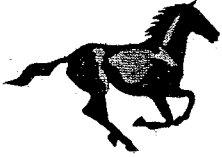



Quadrant Four: What If?






10. What if you were hired to play your phrase with a professional orchestra? Would you know how to play it correctly and when to play it? [play CD and have students play at the appropriate places.
11. Have two groups 'perform' the phrase with the CD and have the other groups raise fingers to indicate how well each group did [1 finger = need a lot more practice, 5 = fairly good, but major mistakes, 10 = ready to perform on TV].
12. Go on to other phrases if time remains.

Method of Evaluation: teacher continuously observes students as they show phrase cards and perform the music patterns to the phrases.




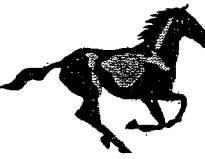

Rossini's *William Tell Overture* (The Lone Ranger Theme)

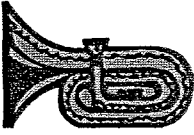




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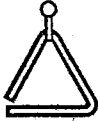
 <p>INTRO m. 1 / 32 beats</p>	 <p>Phrase A m. 17 / 16 beats</p>	 <p>Phrase A m. 25 / 16 beats</p>	 <p>Phrase B m. 33 / 16 beats</p>	 <p>Phrase B m. 41 / 16 beats</p>
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 <p>Phrase C m. 49 / 16 beats</p>	 <p>Phrase A m. 57 / 16 beats</p>	 <p>Phrase A m. 65 / 16 beats</p>	 <p>Phrase D m. 73 / 16 beats</p>	 <p>Phrase D m. 81 / 16 beats</p>
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 <p>Phrase E1 m. 88 / 24 beats</p>	 <p>Phrase E2 m. 100 / 16 beats</p>	 <p>Phrase E2 m. 108 / 16 beats</p>	 <p>Phrase D m. 116 / 16 beats</p>	 <p>Phrase D m. 124 / 16 beats</p>
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 <p>Phrase B m. 132 / 16 beats</p>	 <p>Phrase B m. 140 / 16 beats</p>	 <p>Phrase C m. 148 / 16 beats</p>	 <p>Phrase A m. 156 / 16 beats</p>	 <p>Phrase A m. 165 / 14 beats</p>
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 <p>Phrase K1 m. 171 / 16 beats</p>	 <p>Phrase K2 m. 179 / 32 beats</p>	 <p>Phrase K1 m. 171 / 16 beats</p>	 <p>Phrase K2 m. 179 / 32 beats</p>	 <p>Phrase K3 m. 219 / 20 beats</p>
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 <p>Phrase K 4 m. 229 / 41 beats</p>



Rossini's William Tell Overture Introduction

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2 3 4

Barred Inst.
 Conga
 Timpani

5 6 7 8

9 10 11 12

13 14 15 16

3 4 5 6

7 8 2 2

3 4 (roll 4 beats) 3 4

(roll 4 beats)

B 2 3 4

Bass SSStick Bass SSStick

Bass SSStick Bass SSStick

Ti Ti ki Ti Ti 2

Ti Ti ki Ti Ti 2

(roll 4 beats)

Bass Bass Bass Bass

2, 3, 7, 8, 19, 20



Rossini's William Tell Overture Phrase A

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2 3 4

Barred Inst.
 Conga
 Timpani

5 6 7 8

3 4

3 4 Bass Bass Bass Bass

B 2

Bass SS SS Bass SS SS Bass Bass Bass SS SS 2

Also add whip on beat one of every measure.

E B

4, 5, 16, 17



Rossini's William Tell Overture Phrase B

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2 3 4

Temple Blocks
Also Slit Drum
Low Hi Hi Low Hi Hi Hi Low Hi Low Hi Low Hi Hi

Timpani
Also bass drum

Triangle
Also finger cymbals

5 6 7 8

1 2 3 4 5 6 Sev - en 8

6, 18



Rossini's William Tell Overture Phrase C

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2 3 4

Tambourine
also Hand Drum
Ta Ta Syn - Co - pah Syn - Co - pah Ta

Low Conga
Bass O O Bass O Bass O O Bass Bass Bass

5 6 7 8

Ta Ta Co - pah Co - pah Ta

9, 10, 14, 15



Rossini's William Tell Overture Phrased

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2 3 4

Tambourine
also hand drum (roll)

Timpani
Also bass drum (roll)

Gong, Cymbal
also Vibraslap
very loud, let ring

5 6 7 8



Rossini's William Tell Overture Introduction

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2 3 4

Barred Inst.
 Conga
 Timpani

5 6 7 8

9 10 11 12

13 14 15 16

(roll 4 beats)

(roll 4 beats)

B 2 3 4

Bass SSStick Bass SSStick

Bass SSStick Bass SSStick

Bass SS SS Bass SS 2

Bass Bass Bass Bass

E 2

5 6 7 8

9 10 11 12

13 14 15 16

TI TI ki TI TI 2

TI TI ki TI TI 2

(roll 4 beats)

Bass Bass Bass Bass

2, 3, 7, 8, 19, 20



Rossini's William Tell Overture Phrase A

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2 3 4

Barred Inst.
 Conga
 Timpani

5 6 7 8

B 2

Bass SS SS Bass SS SS Bass Bass Bass SS SS 2

Also add whip on beat one of every measure.

E B

3 4

3 Bass Bass Bass Bass Bass



Rossini's William Tell Overture Phrase K3

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2 3 4

Barred Inst.

Conga

Timpani

5 6 7 8

9 10



Rossini's William Tell Overture Phrase K4

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1 2 3 4 repeat 2 times

Barred Inst.

All Unpitched Perc.

Timpani

5 6 7 8

9 10 11 12 13