

## **Symphony on a Stick - Hamlin**

### **Program Music and Patterns**

#### **Iowa Fine Arts Standard - Creating**

MU:Cr1.1.4

b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

#### **Learning Target**

The student will work with others to create rhythm patterns for performance.

#### **Guiding Question**

How do repeated patterns help create a story?

**Estimated time for lesson: Program Music - 15-20 minutes**

**Ostinato - 30 minutes**

#### **Materials:**

##### **Google Slide deck**

[https://docs.google.com/presentation/d/1ZUYuRfLnDCh9lv9WeAkN8zdVQYIvwmEIVmNF9yj1lOI/edit#slide=id.g3132cbbfbfc\\_0\\_0](https://docs.google.com/presentation/d/1ZUYuRfLnDCh9lv9WeAkN8zdVQYIvwmEIVmNF9yj1lOI/edit#slide=id.g3132cbbfbfc_0_0)

**visual of the word “ostinato”**

##### **Symphony on a Stick Score pdf**

##### **Photo of John Deere tractor - modern**

[https://www.deere.co.in/en\\_IN/products/equipment/tractors/tractors.page](https://www.deere.co.in/en_IN/products/equipment/tractors/tractors.page)

##### **John Deere tractor engine photo**

[https://commons.wikimedia.org/wiki/File:John\\_Deere\\_3350\\_tractor\\_cut\\_engine.JPG](https://commons.wikimedia.org/wiki/File:John_Deere_3350_tractor_cut_engine.JPG)

##### **1949 John Deere A tractor running**

<https://www.youtube.com/watch?v=clH1CZIAcg4>

Visuals of five 4-beat rhythm patterns (i.e., Unit 1 cards from Feierabend's *Conversational Solfege*) one set for each small group

A variety of unpitched percussion instruments (triangles, rhythm sticks, hand drums, tambourines, maracas) and/or Orff instruments (glockenspiels, xylophones, metallophones)

##### **Music Elements and Expression pdf**

##### **Vocabulary for Musical Elements pdf**

## **LESSON PLAN**

### **Direct Instruction:**

*See slide #10 - Program Music is...*

Program music is a type of instrumental music written to represent a non-musical message like a story or a picture.

*Choose one or more of the examples from the slide.*

- a) Play 1-2 minutes of the piece **WITHOUT** identifying the title  
“Can you guess the subject of this program music by the sound of the music?”

- b) Volunteers guess the subject of the music **refer to Music Elements and Expression Vocabulary for Musical Elements**  
“What led you to your guess? Tempo? Dynamics? Timbre? Instruments?”

### **Guided practice**

*See slide #9*

“One of the pieces we will be listening to at our upcoming Des Moines Symphony concert is *program music*. It is called *Symphony on a Stick* and was composed in 2015 by Peter Hamlin to celebrate the Iowa State Fair. Where do you think he got the name?”

*Let students share some memories or their favorite parts of the Fair.*

“Can you guess which parts of the Fair that Peter Hamlin decided to write music for?”

After students guess, show *slide #11 - Symphony on a Stick*

**Use the linked recording on the slide to play 1-2 minutes of each movement *without* the video.**

Have students guess which title matches which movement.

**Sunrise**

**Big Boar**

**The Midway**

**Sunset and Fireworks**

Show students one or more of the movements *with* the video.

## **Ostinato Plan**

### **Warmup**

Teacher silently leads students in the following body percussion movement (at least 16 beats for each pattern):

- a) Pat lap with the rhythm **q q h**

- b) Switch to clapping **n q n q**

- c) Switch to stepping beat
- d) Divide class into 3 groups; assign each one of the rhythm patterns and practice, each group alone
- e) Layer each group's rhythm patterns until they are simultaneously performing

### Direct Instruction

"We just performed rhythms as repeated patterns. Musicians call a pattern that is repeated an OSTINATO." *Show visual of word*

- a) Show a portion of the score for "Nothing Grooves Like a Deere." *Suggested p. 6 – snare/toms/bass drum section*
- b) Identify the repeated rhythm patterns or ostinati.
- c) Have students read any of the rhythms with which they are familiar.

"Composer Peter Hamlin's piece of music about the Iowa State Fair called *Symphony on a Stick* includes a movement titled *Nothing Grooves Like a Deere*. Do you know what the title is about?" Explain that John Deere is the name of a tractor manufactured in Iowa.

### *See materials list*

Show a **photo of a John Deere tractor and the tractor engine**. Show the YouTube video of a working engine. Point out the sound of a *repeated rhythmic pattern* or **ostinato**.

"Why do you think the composer used *ostinato* patterns in music about a John Deere tractor?"

### Guided practice

"Today you will work with others in a small group to create your own music using ostinato patterns. Here are some examples of rhythm patterns you may use."

Display the visuals of rhythm patterns known to the students

Have students choose a pattern and read it while performing it on body percussion. Assign it to a percussion instrument

Ex. **q q n q**

- 1) perform by patting lap
- 2) play on hand drum

Repeat this process until there are three ostinato patterns performing simultaneously.

**Independent practice:**

Choose groups; there should be 5-6 students per group.  
“Here are the guidelines to remember while creating your ostinato piece.”

***See slide #12***

- 1) Everyone participates
- 2) From the five rhythm patterns provided, choose THREE you will use to create your ostinato piece
- 3) Read each pattern out loud and practice it using body percussion (snap, pat, clap, step)
- 4) Choose a percussion instrument to play each rhythm pattern
- 5) One student is the CONDUCTOR – he/she is responsible for cuing each player (when to start playing) and stopping the players
- 6) Begin with one pattern performing and add one at a time
- 7) Conductor decides when to stop

**FORM for performance**

Each group:

Performs rhythm patterns with body percussion

Performs rhythm patterns with unpitched percussion

**Assessment: Informal** “three stars and a wish”

after each group performs, have their classmates volunteer three things that the group did well, either in planning or performance, and one thing that could have been better

**Formal** – Teacher uses the following rubric:

**4 – Yes**

**3 - Yes, but one element was missing**

**2 - No, but some elements were present**

**1 - No**

**Areas of Assessment**

**Participation**

**Accuracy of rhythm pattern**

**Choice of body percussion and instrument**

**Cooperation with others**

**Resources:**

Conversational Solfege, Level I (Feierabend) GIA Publishing

Program Music - Britannica.com

