

Variations on America – Charles Ives Movement

National Music Standards (rev. 2014)

Artistic Process: Responding

Anchor Standard: Perceive and analyze artistic work.

Process Component: Analyze

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

MU: Re7.2.4

- a. Demonstrate and explain how a response in music can be informed by its structure and the use of the elements of music.

Learning Target

The student will move to show form in the music.

Materials

Recording of *Variations on America*

Dynamics Chart

https://images.search.yahoo.com/yhs/search?p=dynamics+chart&fr=yhs-pty-pty_forms&hspart=pty&hsimp=yhs-pty_forms&imgurl=http%3A%2F%2Fmiscellaneousme.files.wordpress.com%2F2013%2F04%2Fscreen-shot-2013-04-20-at-12-24-40-pm.png#id=2&iurl=http%3A%2F%2Fmiscellaneousme.files.wordpress.com%2F2013%2F04%2Fscreen-shot-2013-04-20-at-12-24-40-pm.png&action=click

Notation/lyrics for *America (My Country 'Tis of Thee)*

(if desired) piano accompaniment for *America* (F major)

<https://hymnary.org/media/fetch/147490>

Variations on America – movement directions*

*denotes document included with symphony plans

Lesson Plan

Warmup:

Students ask for partners – Question: Will you be my partner? Answer: Yes, thank you.

Partners stand side by side in a single circle.

Review/practice all dance directions (*listed at end of movement directions document*): *forward and back, do-si-do, grand right and left, promenade, right hand/left hand round.*

Practice the bow and the clapping pattern with partner and corner.

Practice singing *America*, unaccompanied (CSP = F) or with piano or online accompaniment.

Direct Instruction:

Direct students to listen for dynamic changes in the music. (Refer to dynamics chart) Once the dynamics are mapped for the introduction and theme, have students listen again, noting changes in tempo, including *fermata*.

Guided practice:

Practice the movement patterns with music (see *Variations on America Movement document*). Guide students in linking the movement with the tempo and dynamic changes.

Independent practice:

Students perform the entire introduction and theme with music.

Assessment:

Informal – What percentage of students is successful with the movement?
Do they know how to properly perform each dance direction?
Do they know what comes next?
Are they performing all movement on the beat?

Resources:

Variations on *America* - Wikipedia

https://en.wikipedia.org/wiki/Variations_on_%22America%22