

## *Brassy Brass Activity 3* **Compare and Contrast**

### **Teaching Objective**

Students will compare and contrast two musical selections from the DSO Youth Concert.

### **Vocabulary**

Fanfare - a short musical piece written for brass historically used to signal the beginning of a ceremony or the entrance of royalty

### **Resources/Materials**

- Notebook or journal for each student
- The accompanying Youth Concert CD

### **Pre-Assessment**

Ask students to suggest items that are identifiable based on the age of the items. For example, old cars and new cars vary in many ways – style, technology, safety, speed, power, and size are all ways that cars from the past are different from modern cars. Tell students that music also varies from generation to generation, i.e. popular music from the 50s sounds very different from the current popular music.

### **Teaching Sequence**

1. Tell students that today they are going to listen to two contrasting pieces of music – one written in the 1940s and the other written over 400 years ago. Ask students to suggest ways that the two pieces might vary. Then tell them that in spite of their ‘age’ difference, both were written for brass instruments and both pieces are fanfares (see vocabulary). The two pieces are *Canzon Septimi Toni, No. 2* by Gabrieli (written in 1597) and *Fanfare for the Common Man* by Copland (written in 1942).
2. As the students listen ask them to make notes of their impressions of each piece by recording the following:
  - Tempo (speed) – how fast? Is the speed steady/consistent or does it vary?
  - Dynamics (volume) – how loud? Is the volume steady/consistent or does it vary?
  - Mood/emotions – What emotions do you feel when you listen?
  - If this were for a specific occasion, what might it be?
3. On subsequent days repeat the process by playing the music again for the students and asking them to record any additional things they hear.
4. After 3 or 4 times (or when you feel that they know the music pretty well) ask the students to compare the differences between the pieces of music, noting the contrast in style, tempo, dynamics, tone color, overall feel, or anything else they hear. They can do this individually, but a class discussion is good way to combine all of the information.

### **Culminating Activity**

Have the students pretend to be a composer writing a letter to another composer. Using letter form to compare and contrast the two pieces, ask them to include their comparisons of tempo, dynamics, tone color, and which they feel is their favorite and what they liked about it.

### **Evaluation**

Did students compare and contrast two musical selections from the DSO Youth Concert?

### **TEKS Connections**

Music 117.12 a, b(1,5A,5C); 117.15 a, b(1,5A,5D,6A, 6B); 117.18 a, b(5A,5E,6A,6B);  
117.33 b, c(1,5A,5D,6A,6B)  
English Language Arts 110.14 b(17,18,20); 110.15 b(15,17,18); 110.16 b(15,17,18);  
110.18 b(14,16,17)