



# The United States Army Field Band



## **MI ALMA LATINA** **HIGH SCHOOL BAND: BRINGING MUSIC TO LIFE**

### OBJECTIVES:

- Students will sight-read *Dos Arbolitos* with at least 75% accuracy.
- Students will identify their musical role(s) in the music.
- Students will define the term “ostinato” and identify it in *Dos Arbolitos*.
- Students will discuss how lyrics can affect an arranger’s musical decisions.
- Students will listen to a recording of their own band’s performance and identify points for improvement.

### MATERIALS:

- Score and parts to *Dos Arbolitos*
- *Mi Alma Latina*, track 12 (*Dos Arbolitos*)
- Translation of the lyrics to *Dos Arbolitos*
- Recording Equipment

### PROCEDURES:

1. Distribute *Dos Arbolitos* to the students and, as they study their parts, discuss the importance of listening across the entire ensemble when sight-reading. Record the band as they sight-read *Dos Arbolitos*.
2. Listen to the recording performed by the Field Band, asking the students to pay special attention to style and articulation. Also ask the students to identify how many different roles/characters they hear in the recording.
3. Ask each section what roles their instruments have in the music—are they supportive, melodic, and/or rhythmic? Students should cite specific examples by measure number or another clear means.
4. Ask the band if there is a common, repeated rhythmic pattern throughout and identify it. Ask students to decide on their own if, where, and when they have this pattern. Reread *Dos Arbolitos* with only that rhythmic line played.
5. Explain how this is known in music as an “ostinato.” Have the students as a class create a definition for the term.
6. Read aloud the translated lyrics to *Dos Arbolitos*. Ask how they might affect the arranger’s musical decisions when he wrote the music. Possible questions should include the following: what is the overall feel of the lyrics—heavy or light? How does the arranger use rhythm, articulation, and melody to express that feel? *Dos Arbolitos* means “two little trees;” are there any examples of how the number two appears in the music?
7. Record the band as they reread *Dos Arbolitos*. Tell the students to use everything they have discussed to create a more musical presentation.
8. Play both of your recordings and ask the band if they hear any changes in their performance. What was done well? What still needs improvement?

### ASSESSMENT:

- Did the students sight-read *Dos Arbolitos* with at least 75% accuracy?
- Did the students correctly identify their various musical roles in the piece?
- Did the students correctly define the term “ostinato?”
- Did the students discuss the effect of lyrics on musical composition and interpretation?
- Did the students use recording as a tool to identify how points to improve their performance?

NATIONAL STANDARDS:\*

2. Performing on instruments, alone and with others, a varied repertoire of music.
  - 2a. Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature.
  - 2b. Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
5. Reading and notating music.
  - 5b. Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.
6. Listening to, analyzing, and describing music.
  - 6c. Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work.
7. Evaluating music and music performances.
  - 7a. Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply the criteria in their personal participation in music.
  - 7b. Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
  - 7c. Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

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