

**EPISODE 7****Sound and silence try new expressive styles (Articulation)**

Sound and Silence race home in different ways.

STUDENT LEARNING OBJECTIVES:

I can identify differences in articulation.

I can perform expressive articulation.

ACTIVITY 1: (15-20 MIN)

- Teacher explains that music can be expressive when music has dynamics (loud and quiet) and when music has articulations (musical punctuation).
- Teacher explains what a conductor does and how they can help show articulations in their conducting.
- Teacher conducts articulations using pencil (or drumstick or baton) and sings different articulations. (Use strong and weak consonants to start articulations)

Legato – smooth and connected (loo)

Tenuto – full value and long swipes (doo)

Accent – strong start to the note and strong swipe (Doo, Too)

Staccato – short and detached swipes across arm (di)

- Teacher has students vocalize and echo articulate vowels [L(l)oo, D(d)oo, T(t)oo]
- Students and teacher conduct articulation examples together.

ACTIVITY 2:

- Teacher plays musical examples and guides students on drawing and singing accents.

Legato – smooth and connected (slur)



Tenuto – full value and long



Accent – strong start to the note



Staccato – short and detached

**RECOMMENDED ITEMS:**

- Character cards/powerpoint
- Listening examples:
 - [Johannes Brahms "Haydn Variations"](#)
 - [Valerie Coleman "Red Clay & Mississippi Delta"](#)
- Articulation worksheet