

Episode 7: New expressive styles (Articulation)

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 soft) 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 drum stick or baton) and sings different articulations. (Use strong and soft 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 example:
[Johannes Brahms "Haydn Variations"](#)
[Valerie Coleman "Red Clay & Mississippi Delta"](#)
 -Articulation worksheet