



Belah Sun Woman – Scope and Sequence

Learning Concepts	Movement 1 p. 27	Movement 2 p. 39	Movement 3 p. 55	Movement 4 p. 75	Movement 5 p. 94
Lesson parameters:					
Total no. of lessons:	6	5	6	5	6
Extension lessons:	3	3	2	2	-
Ave. Lesson length:	30 minutes	30 minutes	30 minutes	4 x 30min, 1 x 60min	30 minutes
Assessment option?	Yes	Yes	Yes	Yes	Yes
Educational Objective:					
Ensemble	Establish awareness of group pulse, ensemble balance and spatial security. Form social relationships.	Link the emotions of fear and anxiety to expressive techniques.	Gain a kinaesthetic, aural and visual understanding of melodic shape.	Develop an appreciation of the importance of identical articulation (using speech patterns), playing exactly in time on downbeat.	Learn how to crescendo as an ensemble; the importance of moving parts; link emotion to story line.
Student	Individual: Inaugurate music literacy, develop awareness of inner pulse and stimulate left-right brain interrelation.	Brass: Introduce Brass students to the tonal qualities of their instrument family, individually and as a section	Woodwind: Introduce woodwind to individual and sectional tone colours.	Individual: Hear his or her own instrument's place in a chord and balance dynamics accordingly.	Establish awareness of individual and/or sectional role in the music at any given time; intonation.
		Percussion/Woodwind: Develop internal pulse and confidence in stating and maintaining alternate, layered ostinato patterns.	Percussion/Brass: Apply skill-set gained in Movements I & II to triple meter, develop left/right brain interrelationships in brass students through more complex body percussion ostinato patterns.	Percussion: Explore the colour of the instruments they play and apply them to a piece with individual imagination and flair without the constraint of regular meter.	
Director	Establish active and reflective learning routines; introduce yourself as a collaborative teacher.	<i>Enable students to comprehend the following gestures:</i>	<i>Enable students to comprehend the following gestures:</i>	<i>Enable students to comprehend the following gestures:</i>	<i>Enable students to comprehend the following gestures:</i>
		cue	phrase	fermata	ritardando
		release	shape	accelerando	balanced release
		crescendo	staccato	downbeat	PP
		<i>p – mp – mf - f</i>	triple meter (emphasis on downbeat)	<i>ff – fff - sfz</i>	

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Conceptual comprehension:										
Music Concepts that are predominantly explored	✓	Pitch	✓	Pitch	✓	Pitch (melody)	✓	Pitch	✓	Pitch
	✓	Duration	✓	Duration	✓	Duration	✓	Duration	✓	Duration
	✓	Form	✓	Form	✓	Form	✓	Form	✓	Form
	✓	Texture	✓	Texture	✓	Texture	✓	Texture	✓	Texture
	✓	Timbre	✓	Timbre	✓	Timbre	✓	Timbre	✓	Timbre
	✓	Exp. Techniques	✓	Exp. Techniques	✓	Exp. Techniques	✓	Exp. Techniques	✓	Exp. Techniques
Pitch	Non-melodic	See score page 39	See score page 55	See score page 75	See score page 94					
Shape	4 x 2 measure phrases	Changing phrase lengths to imply nervousness.	Predominant 6-beat phrase with upbeat	Changing between duple and triple meter	Pitch added to rhythm used in Movt 1					
			8 bar + 4 bar + 2 bar non-melodic ostinati	Feeling a fast 8 as 3+3+2	Melodic fragments shared around the band.					
				2 + 3 - 2 + 3 - 2 + 3 2 + 2 - 2 + 2	Sectional blend.					
	Tutti – Round – Tutti	Layer-in (perc) – Layer-in (brass) + Tutti – Layer-in (brass) – Tutti	Layer-in (perc) – Layer-in (woodwind) – Tutti – Layer-out	Layer-in (all) – Tutti – Soundscape (perc) – Layer-in (w/wind+brass) – Tutti	Theme and variations					
Motion	Common time	Cut common time	Triple meter	Duple + Triple meter	Duple, triple, common					
<i>How it feels in the body</i>	The feeling of accord; tight unison playing.	Still but relentless. (Body still, heart pounding).	Feeling triple meter in one (swinging sensation).	Increasingly unsettling. Static yet unpredictable.	Still but exciting. Am I excited or scared?					
Emotion	Angry, powerful, a person who is feared by most	Anxiety, fear, hesitation	Happy, friendly, trusted. Courageous/brave, respected.	Release of built-up emotion Creeping stealthily.	Apprehension, jubilation, wonder, love					
Terminology:										
Vocabulary	Unison, Tutti	Staccato, Accent	Allegro	Free time, accelerando	Rubato, Piu mosso					
	Learn, Play, Perform, Reflect, Arrange	Nervous, hesitation, fear, anxiously, mighty	Lizard, courageous, warrior, feats, boomerang	Agitated, terse, tainted, titan, aggressive	Molto, accelerando, ritardando, Solo,					
	Call, Response, Part	Harsh, whisper	Stamp, snap, pat/patsch, clap, whisper	Flutter tongue, tone, growl	Divide, a tempo, poco					
	Sun Woman, Angry	Flicking, tap	<i>p – mp – mf - f</i>	<i>ff – fff - sfz</i>	Jubilant, Dim					
					<i>pp</i>					

Ensemble growth									
Instrumentation	All play rhythmic chant using drumsticks on chairs and music stands	Brass + melodic perc. + keyboard. Woodwind = vocal/body perc. to support perc.		Woodwind + Bass Gtr (opt) + Percussion Brass = body perc. to colour percussion parts.		Woodwind/Brass ostinato, layering harmonic voices. Percussion improvise + create soundscapes.		Full, traditional ensemble.	
		1	Flute/Oboe/Bssn (Body Perc. I)	1	Flute	1	Flute 1	1	Flute 1
						(2)	Flute 2 (Optional)	2	Flute 2
		2	Clarinet/Alto Sax (Body Perc. II)	2	Oboe	2	Oboe (w/ Fl. 2)	3	Oboe
				3	Bassoon	3	Bassoon	4	Bassoon
		3	T. Sx./B. Clt/B.Sx. (Body Perc. III)	4	Clarinet	4	Clarinet 1	5	Clarinet 1
						5	Clarinet 2	6	Clarinet 2
			Opt. Clt (To cover Tpt/Tbn)	5	Bass Clarinet	6	Bass Clarinet	7	Bass Clarinet
				6	Alto Saxophone	7	Alto Saxophone	8	Alto Saxophone 1
			Opt. Alto Sax. (To cover Horn)	7	Tenor Saxophone	8	Tenor Saxophone	9	Alto Saxophone 2
				7	Tenor Saxophone	8	Tenor Saxophone	10	Tenor Saxophone
			Opt. B. Clt/B.Sx./Bssn (To cover B. Gtr/Tuba/Keys)	8	Baritone Saxophone	9	Baritone Saxophone	11	Baritone Saxophone
				9	Treble Clef Brass (Body Perc. I)	10	Trumpet 1	12	Trumpet 1
		4	Trumpet			11	Trumpet 2	13	Trumpet 2
		5	Horn in F			12	Horn in F	14	Horn in F
6	Trombone	10	Bass Clef Brass (Body Perc. II)	13	Trombone	15	Trombone		
7	Euphonium			14	Euphonium	16	Euphonium		
8	Tuba			15	Tuba	17	Tuba		
9	Bass Guitar	11	Bass Guitar	16	Bass Guitar	18	Bass Guitar		
Percussion	All play rhythmic chant using drumsticks on chairs and music stands	10	Mallet 1: Keyboard	12	Mallet 1: Glockenspiel	17	Mallet 1 (with Mlt 2): Xylophone	19	Mallet 1: Glockenspiel
		11	Mallet 2 (with Perc. 4): Marimba/Xylophone	13	Mallet 2: Marimba/Joia Tubes	18	Mallet 2 (with Mlt 1): Xylophone	20	Mallet 2: Vibraphone
		12	Perc. 1: Snare (snares off)	14	Perc. 1: Snare/Hi-hat/Cymbals	19	Perc. 1: Bass Drum + Cellophane	21	Perc. 1: Snare, Crash Cymbal, Bass Drum
		13	Perc. 2: Claves	15	Perc. 2: Claves/Bass Drum	20	Perc. 2: Sus. Cymbal + Bubble Wrap	22	Perc. 2: Suspended Cymbal
		14	Perc. 3: Rice rattle	16	Perc. 3: Conga	21	Perc. 3: High-Medium Toms	23	Perc. 3: Triangle
		15	Perc. 4 (with Mlt 2): Marimba/Xylophone	17	Perc. 4: Tambourine	22	Perc. 4: Timpani	24	Perc. 4: Timpani