OVERVIEW

Students will learn:
• How articulation and tempo add contrast and feeling to music.
• How ritardando, accelerando, and fermata change the mood of music.
• How tenuto, staccato, and legato change the articulation of notes.
• How and where articulation and tempo markings are written on a musical score.

Articulation adds expression to music by the way notes are played—smoothly or sharply. Tempo is the speed at which music is played. Both affect the mood of a piece. Quaver jumps on a roller coaster, speeds around a go-cart track, hosts a quiz show, and talks to a boy wearing giant boots—all to illustrate the dramatic effects created by articulation and tempo.

LESSON OBJECTIVES

Students will learn:
• How articulation and tempo add contrast and feeling to music.
• How ritardando, accelerando, and fermata change the mood of music.
• How tenuto, staccato, and legato change the articulation of notes.
• How and where articulation and tempo markings are written on a musical score.

Vocabulary
Articulation
Ritardando
Accelerando
Fermata
Tenuto
Staccato
Legato
The case for articulation and tempo
Changes in articulation and tempo dramatically alter the way a piece of music sounds.

The “Why Are Tempo Markings Written in Italian” Show with Signore Quaver
Additional tempo terms are introduced: accelerando = getting faster, ritardando = slowing down, and fermata = pause.

Driving according to tempo
Students recap all tempo words learned so far in two episodes.

A quiz featuring clarinet and violin performances
By listening, students identify articulation and tempo in a musical performance.

Song: It’s Great to Articulate
Students can learn a song that demonstrates different tempo and articulation words.

MUSIC STANDARDS IN LESSON
1: Singing alone and with others*
2: Playing instruments*
4: Composing and arranging music
5: Reading and notating music
6: Listening to, analyzing, and describing music
8: Understanding the relationship between music and the other arts

* concepts included in the Teacher Guide, but not in the DVD
LESSON INTRO Introducing the episode

Write the sentences below on a white board or paper. Say each version aloud and have your students repeat it back to you. If you produce a dramatic, over-the-top delivery, it will probably result in laughter and begin to drive home the essence of this lesson. Exaggeration will also make the exercise memorable as students follow your example.

Today we are going to watch an episode of Quaver

Now read it with all the words short, sharp, and detached. For their turn, count them in.

To-day-we-are-go-ing-to-watch-an-ep-i-sode-of-Qua-ver

Read it again, but this time speed up as you say it. Next, read it really smoothly and joined. Then read it smoothly, but slow down.

Ask students to describe the different ways of saying the sentence you’ve just tried. Offer the opportunity for them to demonstrate their own unique versions.

When might you speed up what you are saying? (if you are excited)
When might you detach your words? (when you want to emphasize something)
When might you slow down? (when you are just about to cry)

The mood of our speech is conveyed by how fast we say something and how we articulate. Likewise the mood of music is affected by how fast it is played (the tempo), and the way notes are played (the articulation).

Discussion Points

- What term describes the way notes are played?
  articulation
- What is the correct term for a sticky note?
  tenuto
- What word do composers write on a score if they want the music to speed up?
  accelerando
- What word is used to describe playing notes smoothly?
  legato
Class Activities

Passing Presto  
Purpose: Responding to a changing tempo by listening

Ask the students to sit in a circle. Listen to Tempo Changer (Track 1). Have students pass an object such as a ball or beanbag around the circle to the beat and change directions when the tempo changes. Afterwards, ask students to label the tempos and articulations used. For older students, try adding another object going in the opposite direction to keep them on their toes!

Abundant Articulations  
Purpose: How articulations are used in well-known music

Listen to Strauss’s The Blue Danube (Track 2). Ask students to identify which musical section is staccato or legato. Split the class into two groups. Have one group create flowing legato movements, and the other group detached staccato movements. Alert them to listen for changes in the articulation.

Too Many Tenutos  
Purpose: How simple articulations can bring music to life

Listen to Grieg’s Peer Gynt’s In the Hall of the Mountain King (Track 3). Split students into groups of four or five. Ask them to create movement for the main theme of the song that shows a difference between the staccato and tenuto notes used in the melody. Have the groups share their dances with the class. Note: Most of the melody is staccato, but the last notes of the melody phrases tend to be tenuto. It creates a great effect!

For older students, have them also incorporate dynamics into their movements.

Driving Test  
Purpose: Responding to musical symbols

Ask students to pretend they are behind the steering wheel of a car. Take them on a “driving test” in which they must react to the beat/music you play on a drum, piano, or guitar as they walk around the classroom. Direct them to use tiptoes for staccato and various sliding feet movements for legato, accelerando, ritardando, and other tempo words. Use a fermata to bring the exercise to a pause.

Video Replay
It’s Great to Articulate  
Purpose: A song that reviews articulation and tempo words

Listen to the song It’s Great to Articulate (Track 4). Using the backing track, learn the song and sing it as a class.

Materials Needed
- Ball or beanbag
WEB ACTIVITIES

QComposer
Have students experiment with tempo by writing a piece of music. The computer can play their composition at three speeds: largo, moderato, and presto. Listen to how these tempo changes affect the mood of the piece.

Jukebox
Have students listen to the amazing variety of music in our Quaver Jukebox. Each piece has different tempos, styles, and articulations. Have students talk about what they hear in each piece.

Articulation Memory Sheet
Purpose: Relating articulation to memorable things in their lives
Using this worksheet, invite students to draw pictures as a way of remembering articulation words. Consider decorating a bulletin board with their creations.

Vocabulary Match-Up
Purpose: Learning tempo and articulation words
Use this worksheet to evaluate students’ understanding of the vocabulary of articulation and tempo. Instruct them to simply draw lines to match each term with the phrase that best describes it.
Collage Articulations (Track 8) Worksheet # 3
Ask students to cut out the symbols on the worksheet and create their own designs by combining these elements. Their art can be abstract or recognizable; like a face – there is no right or wrong! Play Doisy’s Grand Concerto, 1st Movement (Track 8) as a sound track for their work. Listen for pizzicato or plucked notes, another form of articulation for strings.

Physical Education (Track 9)
The body can be used to express articulation through movement. For example, ask the students to sprint staccato, to glide legato, and to make every fourth step tenuto. You could create an “articulation circuit” that students work their way around. The upbeat Rumble (Track 9) provides energetic accompaniment for their movement.
Music is not just about notes; it is also about expression. When articulation is added, it adds vitality. It’s the icing on the cake.

9 DIGGING DEEPER

**Articurace**
Track 10
Worksheet # 4
Purpose: Identifying articulations within a piece of music
Pass out the worksheet and listen to Articurace (Track 10). There are eight stopping points on the track. Using the word bank, have students match the correct articulation or tempo word to the music they have just heard. At each stop sign there is a fermata (pause) in the music, giving students time to select their answers as they go round the racetrack.

**Articulation Additions**
Tracks 11, 12 & 13
Purpose: Adding articulations to musical scores
Listen to tracks 11, 12, and 13. The melodies of each piece are written on the worksheets and on IWB. As students listen to the melodies, discuss the articulations and tempo changes, and instruct them to write what they hear on the score.

- **Track 11** Staccato - Presto
- **Track 12** Fermata - Accellerando
- **Track 13** Ritardando - Legato
TEACHER NOTES

Featured Instruments

- Keyboard
- Violin / Fiddle
- Clarinet
- Hands
- Drum