




Tell me something about yourself while we wait to get started.

- Name a pop, rock or jazz tune to learned as a young musician?
 - For example, when I was in my Junior High School Marching Band, we played ABC by the Jackson Five.
- 

Adaptation and Transformation

Transition from an Intermediate Orchestra to a “Pop Orchestra”

Ed Castro



About Ed

- Formal training
- Public school
- College
- Private teaching
- Teaching public
- Teaching at independent schools



Independent School in PNW

- Curriculum
- Standards
 - State
 - National
 - IBO



Instrumental Music at EPS

- Turn over
- Variety of skill and knowledge sets



Instrumental Music Ensemble



MUSICAL EXPERIENCES



INSTRUMENTATION



WHO OR WHAT IS IN
THE ROOM



Review

- Skill building & curriculum mapping
- Drop in students
- Rosters & Instrumentation vary from term to term
- Less connection between intro, intermediate and advance levels
- No real interest in playing music of western European origin
- Students want connection to their streaming apps



Adjustments



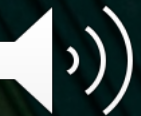
My modifications

Language
Connections
Diversity



Student modifications

Class work
Active listening



First Steps



Determine Learning Objectives



Compile Materials



Map Out Instruction



Determine Projects For You (the teacher)



Examples of Student Projects



Design Cycle



RESEARCH AND
MAKE CONNECTIONS



DEVELOPING IDEAS



CREATE



PRESENT



Jimi Hendrix



Making Connections part 1

Use class time to listen to and become familiar with Jimi Hendrix and the music some of his music. Create a document to help organize some sources and perhaps start formulating some ideas you may want to research in the future.



Making Connections part 2

Use class time to research Jimi Hendrix and listen to more of his performances. Create a document to help you keep notes for a future presentation about Jimi Hendrix. Remember to list sources as they will help you (at a later date) create your presentation. The document should be at least a page long.



Jimi Hendrix - Continued

Making Connections part 2

Tasks:

- Middle School Students:
 - Explore the relationships Jimi Hendrix had with other musicians or bands of the era. Use web-based resources to gather information about recordings or live performances to gain a better understanding of the impact Hendrix had in music. Students are encouraged to pick one of his albums and research them as part of this project.
- Upper School Students:
 - Use this time to investigate any topic related to Jimi Hendrix. Start putting together a topic for research which offers a point of view interesting to you for future research. Listed below are a few topics I offer as sample ideas to research.
 - The relation between Jimi Hendrix music and poetry.
 - The ways in which Jimi Hendrix used the “blues” (as in the song form) as a source of inspiration.
 - Jimi Hendrix and his relationship as a jazz musician.
 - To list a few....



Trap Version of Fire

Allegro ♩ = 140

Flute

Clarinet in B

Alto Saxophone

Trumpet in B

Trombone

Drum Set

Percussion

Viola I

Viola

Violoncello

String Bass

Allegro ♩ = 140

Cr-Cb
SD (Sevens off)
BD (Trap Kit)

Detailed description: This is a musical score for a trap version of the song 'Fire'. The score is arranged for a full orchestra and includes a drum set and percussion. The tempo is marked 'Allegro' with a quarter note equal to 140 beats per minute. The score is written in 4/4 time. The instruments listed are Flute, Clarinet in B, Alto Saxophone, Trumpet in B, Trombone, Drum Set, Percussion, Viola I, Viola, Violoncello, and String Bass. The score is divided into systems, with the first system containing the woodwinds and brass, the second system containing the drums and percussion, and the third system containing the strings. The percussion part includes a 'Trap Kit' with a snare drum (SD) and a bass drum (BD). The score is written in a standard musical notation style with a key signature of one flat (B-flat) and a common time signature of 4/4.



Purple Haze

The image displays a musical score for the song "Purple Haze". The score is arranged in a standard orchestral format with multiple staves. The instruments listed on the left are:

- Flute
- Clarinet in A
- (Saxophone)
- (Saxophone)
- Bass
- Drum Set
- Trumpets
- Voice
- Violin 1
- Violin 2
- Viola
- Violoncello

The score is written in a key signature of one sharp (F#) and a 4/4 time signature. The tempo is marked "J = 16". The music features a complex arrangement with various rhythmic patterns and melodic lines. The drum set part includes a steady bass drum and snare drum pattern. The string sections (Violin 1, Violin 2, Viola, and Violoncello) play a consistent rhythmic accompaniment. The woodwind and brass sections (Flute, Clarinet, Saxophone, Trumpets) have more melodic and harmonic parts. The voice part is indicated by a staff with a vocal line.

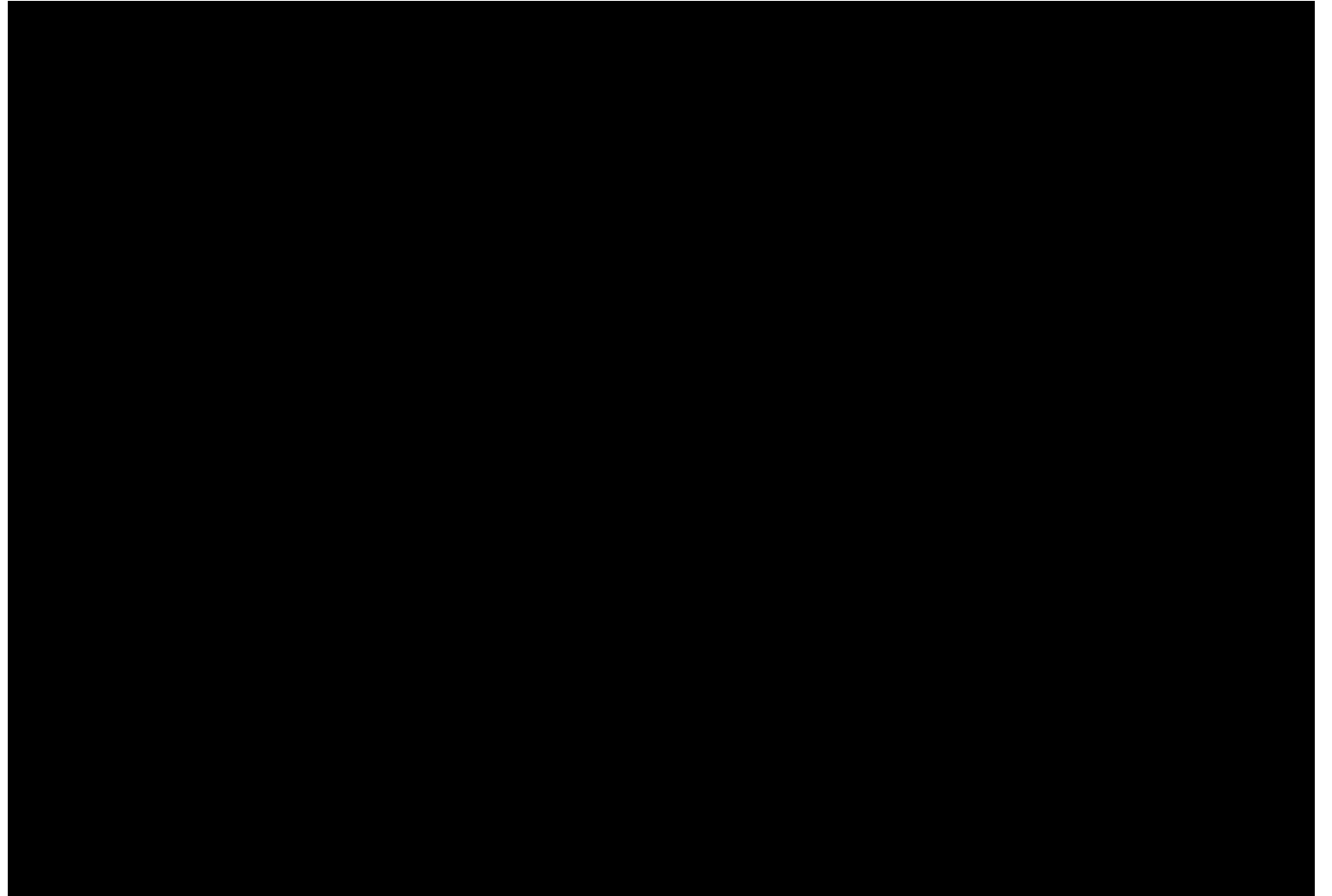




Stevie Wonder Concert Rehearsal



The Temptations



Herbie Hancock

