



FEATURE

ARRANGING 101: HOW IT'S DONE

Meets National Core Arts Anchor Standards 5, 7, 9 and 10

OBJECTIVES

- Develop and refine artistic work for presentation (*Pr5*)
- Perceive and analyze artistic work (*Re7*)
- Apply criteria to evaluate artistic work (*Re9*)
- Synthesize and relate knowledge and personal experiences to make art (*Co10*)

MATERIALS

- *Music Alive!* magazines (February 2019)
- Computer or mobile device with Internet access
- *Music Alive!* Classroom Worksheet #13: Sight Reading (download at musicalive.com)

START

Ask your students to read “Arranging 101: How It’s Done” on pages 6-9 before reviewing the words below. [This reinforces comprehension and vocabulary.]

ACCOMPANIMENT—a musical part that supports or partners a solo instrument

CONCERT PITCH—a standard for the tuning of musical instruments

TRANSPOSITION—the action of writing or playing in a different key from the original

INFECTIOUS—likely to spread or influence others in a rapid manner

CLIMAX—the most intense, exciting or important point of something

SOLI—an unaccompanied part of music for an instrument section

PIANO—(dynamic) soft or softly

FORTISSIMO—(dynamic) very loud or loudly

INTENTLY—with eager attention

SUCCINCT—briefly and clearly expressed

TRANSCRIBE—arrange for a different instrument

DEVELOP

Hand out Worksheet #13: Sight Reading to students and ask them to fill it out. Collect for grading or announce answers and have students grade themselves.

ASK

How did you approach identifying each melody?

Was this task difficult or easy?

What made it easier to identify each melody: notes or rhythms?

Do you think you would be able to complete this task if the melodies were more advanced?

DISCUSS

What are the steps to take when creating your own arrangement?

Topics: melody, time signature, key signature, orchestration, musician skill level, form, balance, development, dynamics

Why is each element important to the overall piece?

► **1. Play** “Come Fly With Me (Live At The Sands Hotel And Casino/1966)” by Frank Sinatra (*Hear the Music* track 6 at musicalive.com)

How does the introduction set up the mood for the rest of the piece?

What stands out in the instrumental sections? Do the selected instruments support the vocal line well?

What is your favorite section of the song and why?

How does this piece as a whole make you feel?

► **2. Play** “Come Fly With Me” by Ruelle (*Extended Play* track 4 at musicalive.com)

How is the orchestration, rhythm, and emotional intention different in this version of the song?

Is this version better or worse than Frank Sinatra live?

Why?

What is your favorite section of the song and why?

How many differences can you name between both arrangements?

REVIEW

What does arranging mean?

What are some of the most important things to keep in mind when putting together an arrangement?

What should you study in order to become better at arranging?

ASSESS

Did the students read the article?

Did they fill out the Sight Reading worksheet?

Did they participate in the discussion?