

*American Celebration: Activity 1*  
**“Hoe Down” from *Rodeo* by Aaron Copland**

**Teaching Objective**

Students will identify and demonstrate steady beat through movement.

**Materials/Resources**

- Accompanying Youth Concert CD, Track 5

**Note to Teacher**

“Hoe Down” is very distinct in its phrasing and music sections. Follow the phrasing when choosing places to change the beat location. The form of this piece can be discovered by creating movements which correspond to the various sections.

**Teaching Sequence**

1. Have “Hoe Down” music playing as students enter the classroom.
2. Ask students to find the steady heartbeat of the music by patting on their knees as they listen. As soon as all students have found the beat, the teacher should change the location where he/she is patting the beat. Have the students copy the teacher as he/she places the beat on different parts of the body.

**Extension**

On another day, allow a student to lead the class in steady beat placement as the students listen to “Hoe Down.”

**Evaluation**

Were the students able to identify and demonstrate steady beat?

**After students have had experience with finding and keeping the steady beat to this musical selection, focus on the framework of this music and the instrumental timbres heard.**

**Objective:**

Students will distinguish between same/different patterns and aurally and visually discover and identify instrumental timbres.

**Materials/Resources:**

- Accompanying Youth Concert CD, Track 5
- Youtube Listening Map of Hoe Down: <https://www.youtube.com/watch?v=Zwu35otUkV4>

**Teaching Sequence**

1. Play “Hoe Down” and have students answer the question, What do you hear?  
For the first listening, focus the students’ attention in the area of repetition. Ask the students if they can hear anything that is repeated.
2. Play “Hoe Down” a second time and ask students the same question focusing the students’ attention this time on the instrumental timbres which are heard. Lead the students to discover the sound and timbres of the trumpet, the xylophone, the oboe, the clarinet, the woodblock, and the full orchestra sound.

**Culminating Activity**

Play Youtube Listening Map of “Hoe Down.” This listening map shows overall framework of music as well as showing pictures of the specific instruments heard. <https://www.youtube.com/watch?v=Zwu35otUkV4>

**Evaluation**

1. Were students able to distinguish between same/different sections of the music?
2. Were students able to aurally and visually discover and identify instrumental timbres used in this piece?

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After students have had experience with finding and keeping the steady beat to this musical selection, listening for same/different section, and listening to identify the various instrumental timbres, focus on creating movement through dance.

**Objective**

The students will respond through movement representing the same/different sections heard in the music.

**Materials/Resources**

Accompanying Youth Concert CD, Track 5

**Teaching Sequence**

1. Have the students listen to “Hoe Down” several times to hear the sections which are same/different. If the students have had a lot of movement experience, the teacher may choose to divide the class into smaller groups and allow each group to create their own movements or dance to correspond to the music.

or

2. The teacher and the students may create a dance together incorporating dance movements learned from singing games or square dance steps such as circle to the left, circle to the right, girls to the center, boys to the center, swing your partner, do-si-do your partner, promenade your partner. Allow the sectional repetitions of the music to be represented in the dance steps.

**Evaluation**

Were the students able to create a movement/dance representing the same/different sections heard in the music?

**TEKS Connections**

Music 117.103(1A,1C,1E,2A,2D, 4A-C); 117.106(1B,3A,3C,5B,6A,6C); 117.109(1B,3A,3C,6D)

