

Brassy Brass Activity 5 **Antiphonal Music and Poetry**

Teaching Objective

Students will develop an understanding that antiphonal is any composition meant to be performed with two equal groups in alternating performance.

Resources/Materials:

- Accompanying Youth Concert CD – *Canzon Septimi Toni, No. 2* by Gabrieli, Track 2
- CD player
- YouTube example of two brass choirs performing *Canzon Septimi Toni, No. 2* by Gabrieli <http://www.pickstaiger.org/video/canzoni-septimi-toni-no-2-giovanni-gabrieli>
- Pencil and paper for each student/group of students
- Any YouTube example of performances of *Joyful Noise: Poems for Two Voices* and/or *I am Phoenix: Poems for Two Voices* by Paul Fleischman.

Vocabulary

Antiphonal – any composition meant to be performed with two equal groups in alternating performance.

Pre-Assessment

Ask students to think of things they know that interact in a back and forth fashion. Accept any reasonable answer. Examples could include two people playing tennis, two teams playing soccer, and two people having a conversation. List the examples on the board. Tell the students that something which occurs or responds in turns like this can be considered antiphonal.

Teaching Sequence

1. Play YouTube example of *Canzon Septimi Toni, No. 2* by Gabrieli. (<http://www.pickstaiger.org/video/canzoni-septimi-toni-no-2-giovanni-gabrieli>) Tell the students that this performance for double brass choirs is performed by members of the Northwestern University Symphonic Wind Ensemble. They will also hear this piece at the Youth Concert performed by members of the Dallas Symphony Orchestra. Ask the students if they can describe what makes the music antiphonal.
2. Play the music again this time using the accompanying Youth Concert CD so that there is no visual. Challenge your students to brainstorm words and/or phrases which describe this piece of music. Some questions to consider are: What does the music make them think of? What instruments do they hear? How many groups of musician are playing? What emotions are the students experiencing? If this music is a conversation, are all parts saying the exact same thing, or are the voices arguing? As students respond, write their answers on the board.
3. Tell the class that imagery is one ways poets use language to create pictures in the reader's mind. Working with a partner, or in a small group, (Have 3rd graders work together with you as a class group.) ask students to write a short poem (appropriate to their grade level and previous experience) describing the music they have just heard. Use the words and descriptions generated by the class. Don't forget to create a title for the poem.
4. Tell the class that they will be performing their poetry in an antiphonal manner. Two excellent examples models for this style of poem are *Joyful Noise: Poems for Two Voices* and *I am Phoenix: Poems for Two Voices* both written by Paul Fleischman.