

Augie's Great Municipal Band



Star Wars Episode I: The Phantom Menace

Suggested Grades: 3-5

Christa Schmidt

National Core Arts Standards

#1 – Generate and conceptualize artistic ideas and work.

Objectives:

Reading and performing – Low La & Low So

Materials:

Recording: Augie's Great Municipal Band, by John Williams



CHRISTA SCHMIDT

I teach elementary general music in Dallas, Texas. My classroom is Kodaly and Orff inspired and based upon fast-paced, highly engaging, sequential learning. I taught English for one year in Malaysia on a Fulbright grant. I am privileged to make music with children every day!

Suggested Pre-teaching:

Before introducing the theme from “Augie’s Great Municipal Band,” it is recommended students have familiarity with these concepts.

1. Read Low La and Low So on the staff.
2. Reading Extended Pentatonic on the staff. (Do, Re, Mi, So, La, Low La, and Low So)
3. Familiarity with “do-la,-so,” motive either in folk songs or other music.
4. For instrument expansion, Ss have learned BAF#E on the recorder.

Suggested Teaching Process:

I have found the best results teaching this piece when sprinkle throughout many different lessons.

Exposure I:

1. Listen to **Augie’s Great Municipal Band**, by John Williams.
2. Ask students if they recognize the music? Identify the music is from Star Wars Episode I: The Phantom Menace.
3. Students imitate the teacher’s actions created by Kristopher Brown – either live or using the video.
<https://youtu.be/Skxb2W225II>

Exposure II:

4/4

do re do do la, so, do la, do re do

1. Notation is written on board in stick notation with solfege syllables.



2. Students listen to the motive echo singing.
3. Students audiate as the teacher points to the notation.
4. Challenge: Students sing through the entire song on solfege. On the repeat, the teacher removes one motive until students are singing the whole piece by memory.
5. Watch the Listening Map video while one student points to solfege:
<https://youtu.be/11kfDVIgmAk>

Exposure III:

1. Sing *I've Been to Harlem* or a folk song of your choice with a *Do, Low La, Low So* motive.
2. Students echo-sing the first phrase on words.



3. Students echo-sing the first phrase on solfege.
4. Students sing phrase one, slowly adding solfege on the body ladder – Do (Hips), Low La (Thighs), Low So (Knees).

Exposure IV:

1. Review the song *I've Been to Harlem*.
2. Review the first phase using words, solfege, and body ladder.
3. Students imitate the teacher singing the phrase “do-re-do” on the body ladder.
4. Students imitate the teacher singing the phrase “do-re-do-do-la, -so,” on the body ladder slowly.
5. Repeat, speeding up the pattern!
6. Students identify the pattern from *Augie's Great Municipal Band*, by John Williams.
7. Listen to *Augie's Great Municipal Band*, by John Williams, adding the pattern on body ladder each time they hear the motive “do-re-do-do-la, -so,”

Exposure V:

Primary Vocal Theme: *do-re-do do-la,-so, do-la,-do-re-do*

1. Sing vocal section on solfege.
2. Repeat while the teacher sings in (relative) canon with students

Vocal Motive - Augie's Great Municipal Band

John Williams



3. After initial exposure - clarify the canon happens after two beats, then after 4.
4. Repeat allowing students to the canon with the teacher – *Hint: Cue the second entrance for students.*
5. If successful, divide the class in half, letting students sing in canon with each other.
6. Switch.

Exposure VI:

1. Sing melody on solfege.
2. Sing on absolute pitch names (in the key of A).
3. Transfer vocal part to recorders and/or barred instruments.

Annotated Listening Guide:

Augie's Great Municipal Band, by John Williams

Meter: 4/4
Tempo: Vivace, 144=quarter note
Form: ABAA'CBA'A'
Source: Spotify: Star Wars: The Phantom Menace (Original Motion Picture Soundtrack)

<u>Cue</u>	<u>Section</u>	<u>Notes</u>
0:00-0:06:	Introduction	
0:06-0:18:	A	Vocal motive 2x
0:18-0:31:	B	Trumpet interlude
0:31-0:38:	A	Vocal motive 1x
0:38-0:46:	A'	Vocal motive in canon
0:46-0:53:	C	Passing music
0:54-1:06:	B	Trumpet interlude
1:07-1:13:	A'	Vocal motive in canon
1:13-1:20:	A'	Vocal motive canon 2nd time
1:20-1:24:	Closing	

Supplemental Information:

Primary Vocal Theme: *do-re-do do-la,-so, do-la,-do-re-do*

Learning Opportunities:

Concepts found in this lesson can be expanded upon as desired in your classroom.

1. Do, Low La, & Low so
2. Quarter rest
3. Isolating do-re-do
4. Half note
5. Instrumental timbres
6. Vocal canon
7. Instrumental expansion with recorder and barred instruments (key of A)
8. Expressive movement



About the Composition

- **Augie's Great Municipal Band** is from Star Wars Episode I: The Phantom Menace, appearing in the final scene.
- There have been comparisons made from Augie's Great Municipal Band to the Sith Theme, which is similar but in a minor key

Vocabulary:

- **Canon:** there is a vocal canon, but it's not a perfect canon.
- Initially, the canon falls after two beats, but in m. Three it falls after four beats.



I've Been to Harlem

Folk Song



I've been to Har-lem, I've been to Do-ver, I've tra-veled



this wide world all o-ver. O-ver, o-ver three times o-ver,



drink all the lem-on-aid and turn the glas-ses o-ver. Sail-ing



east, sail-ing west, sail-ing o're the o - cean.



Bet-ter watch out when the boat be-gins to rock or you'll lose your



friend in the o - cean!

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