

John Philip Sousa: March King

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1. Question & Research Task

John Philip Sousa is a musical legend! He is one of America's best-known composers and bandmasters. Known as the "March King," he has written over 135 marches during his musical career.

One of his best-known marches, "Stars and Stripes Forever" has even become our nation's march. Where did his idea come for this patriotic march and how did he develop it? How did his personal experience impact his creation of "Stars and Stripes Forever."



Click the image to watch the Muppets perform the *Stars and Stripes Forever* March, originally written by John Phillips Sousa.

Image Source: youtube.com

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How do our personal experiences impact our creation of music?

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

Biographical Information:

[Discovery Education: John Philip Sousa](#)

[World Book Student: John Philip Sousa](#)

[Timeline of Sousa's Life](#)

[Think Tank: "Who Was John Philip Sousa?"](#)

[Library of Congress Collection](#) (Includes photos, biography, annotations, music)

Behind the Music of "Stars and Stripes Forever":

[Patriotic Marches by John Philip Sousa](#)

["The Stars and Stripes Forever"](#)

[Sousa's March Mania](#)

["The Stars and Stripes Forever" March](#)

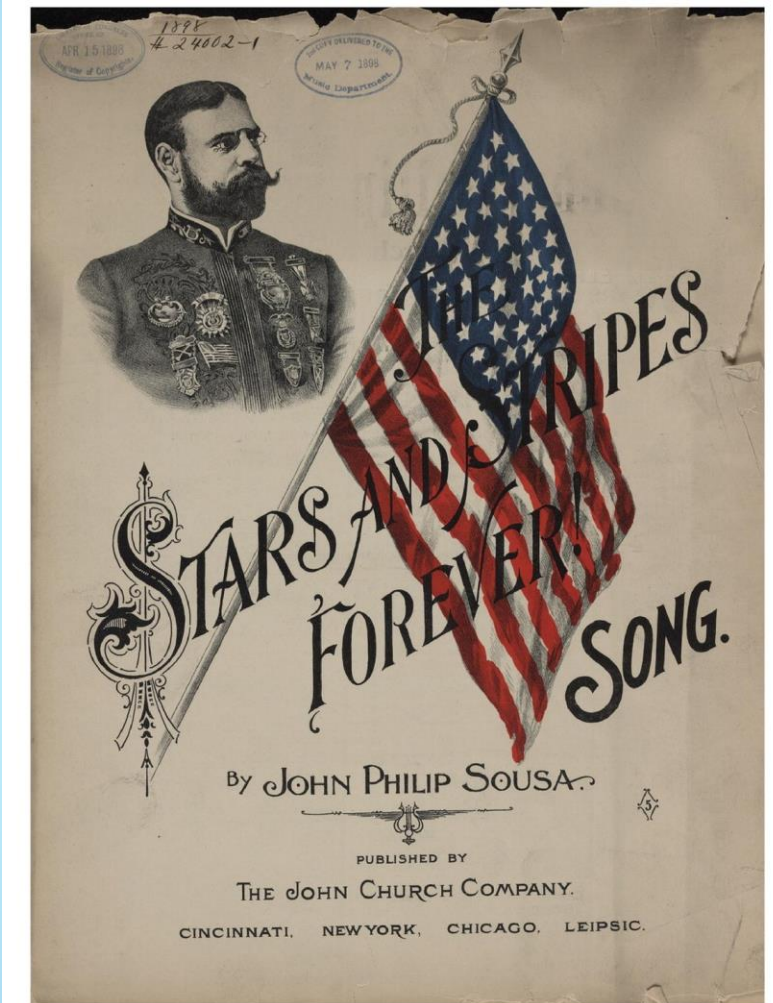


Image Source: Library of Congress

3. Student Activity

Music has always been a reflection and window into society and history. Learning more about the context in which a song is written helps the listener to understand it.

Use the sources on slide 2 to discover:

- What experience led Sousa to create “Stars and Stripes Forever?” What was his inspiration?
- How did his personal experience impact his creation of “Stars and Stripes Forever?”
- How did he write/create this patriotic march?
- How do the musical elements (including form) and themes of the [march](#) add to its meaning?

Use the [note-taking sheet](#) or [Cornell notes](#) to dig deeper into “Stars and Stripes Forever.”

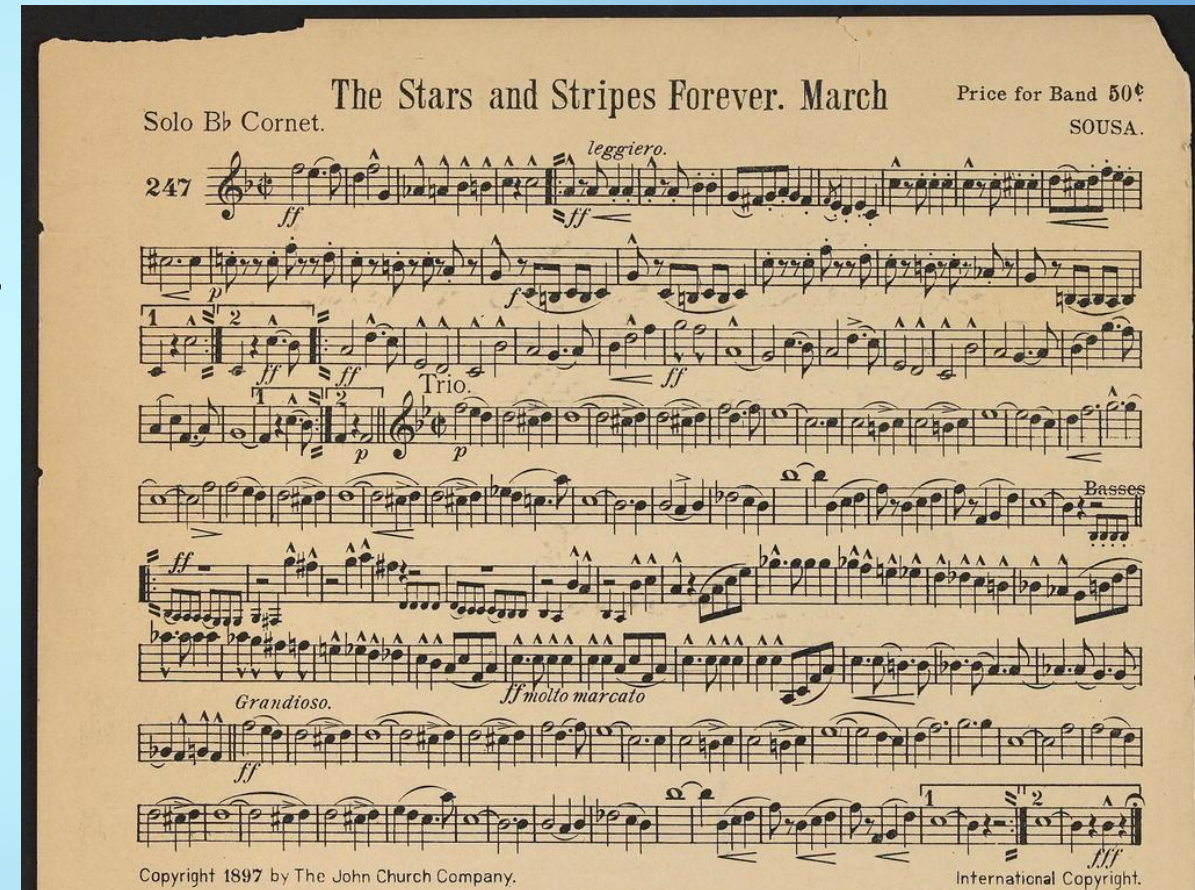


Image Source: [loc.gov](#)

4. Assessment Activity

How do our personal experiences impact our creation of music?

Think about a major event in your life that has had an impact. Instead of composing a full march like Sousa, consider the musical elements that reflect your feelings and emotions for that major event. What elements would you include in your own composition? When planning consider: a description of the major event and the reasoning of the elements of music included in your composition.

Share your reflection through a discussion, such as:

- VoiceThread ([Teacher resource](#))
- Schoology class discussion
- Other digital or non-digital tool approved by your teacher, such as a Socratic Seminar

Refer to the success criteria on this [rubric](#) as you create your reflection.



Sousa in 1911.

Image Source: Library of Congress

5. Enrichment Activities

Learn the background of marches from [Discovery Education](#) and [World Book](#).

Explore other popular marches, “Pomp and Circumstance” through a [Podcast](#) from NPR and [“The Wedding March.”](#) Post in a discussion about how the original intention has strayed from its current use.

Explore the [story](#) behind another of John Philip Sousa’s famous marches called “The Washington Post.”

804976

N^o 1 IN D. DEDICATED TO MY FRIEND
Alfred E. Rodewald,
AND THE MEMBERS OF THE
Liverpool Orchestral Society.

POMP AND CIRCUMSTANCE

Military Marches.

N^o 1 IN D. N^o 2 IN A MINOR.

FULL SCORE (ORIGINAL) 5/	FULL SCORE (ORIGINAL) 5/
ORCHESTRAL PARTS 12/6	ORCHESTRAL PARTS 12/6
EXTRA PARTS (EACH) 1/6	EXTRA PARTS (EACH) 1/6

List of Arrangements

PIANOFORTE SOLO (SCHMID) 2/	PIANOFORTE SOLO (SCHMID) 2/
DITTO (SIMPLIFIED) (BELLAIRS) 2/	PIANOFORTE DUET 2/6
PIANOFORTE DUET (SCHMID) 2/6	PIANOFORTE & STRINGS (WIND AD LIB)
ORGAN SOLO (LEMARE) 2/	
VIOLIN & PIANOFORTE (HENLEY) 2/	
PIANOFORTE & STRINGS (WIND AD LIB)	

The Two Marches together

ARRANGEMENT FOR SMALLER ORCHESTRA (WITH PIANO-CONDUCTOR) (SCHMID) 5/	
OCTUOR (WITH PIANO-CONDUCTOR) 3/4	
EXTRA PARTS (EACH) 1/6	
MILITARY BAND ARRANGEMENT (EVANS) 15/	
BRASS BAND ARRANGEMENT (OND HURE) 5/	

BY
EDWARD ELGAR.
(OP. 39.)

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by Edwin H. Lemare

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6. Teacher Resources

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Learning Standards Alignment

Content Learning Standards

10A: Identify and justify personal and cultural influences as well as creative preferences in creating, **performing**, and **responding** to music.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

High School Instrumental Music

Objective: Students will conduct brief, focused research in order to explain how John Philip Sousa’s personal experiences impacted his creation of music.

Time Frame: 2 90-minute class periods

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Have students use learning supports provided in any BCPS-licensed Digital Content from the [Apps Portal](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for guidance as needed.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology.
- You will need to view the videos prior to giving to students, to verify the links fit your unit, are still working, and are appropriate for your specific class or student.
- If you will be providing paper copies of the graphic organizer on Slide 3 for note-taking, delete the words “Type Notes Here” and expand the rows to provide room for hand-written notes
- For the assessment activity, the teacher may choose to have the students identify a piece of music that connects to their life story or consider the musical elements that reflect their life story.
- Remind students to access digital content from the BCPS Digital Content page in the [Apps Portal](#).