

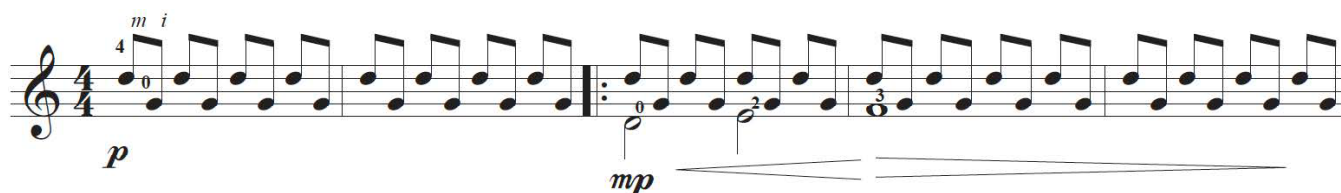
STRATA

Holistic Lesson Plan



Strata is a Level 5 piece intended to teach the technique of reading and playing music in multiple lines. Multi-line or multi-layer music on guitar means that a single player is reading two or more lines of music at the same time.

As we begin the journey of reading music in multiple lines we will separate a bass line, played with thumb, and a higher ostinato, played with i and m. You can see in the example below, the thumb melody has note stems facing down and the i-m ostinato has stems facing up.



In multi-line music, we often treat one line differently than the other in order to emphasize the melodic parts over accompaniment. In the example, we would play the thumb slightly louder than the accompaniment while shaping both lines equally.

There is an accompanying solo that goes along with the ensemble piece *Strata*. All students can learn this solo in preparation for or alongside the ensemble piece. The solo piece is essentially identical to the score, just divided among parts.

Artistry

- Perform the piece with expressive intention including all dynamic, tempo, and articulation.
- Perform the piece with balance between upper and lower lines of music, bringing out bass melody and shaping the phrase as a whole.

Technique

- Sit in proper playing position being especially considerate of right-hand position.
- Establish and execute playing multi-line music with good technique in thumb and i-m.
- Execute multi-line music while playing upper and lower lines at different dynamic levels.

Literacy

- There are no new notes or rhythms to learn in *Strata*. However, it can be tricky to see music written in multiple parts and visually process how to play the lines together. For some students, this may be an overwhelming amount of information at one time. Go slow and separate lines, playing each individually until they can be combined.

Recommended Broad Sequence:

- 1) Using the Level 5 technical sequence for multi-line music, follow the first steps to get thumb (D string) and I-M (G and B strings) playing different rhythms confidently.
- 2) Introduce the left-hand fingers in the later technical exercises being sure to keep balance and separation between the two lines.
- 3) Once students have executed the the 12 measure excerpt from *Strata*, have each student begin work on the solo.
- 4) Begin work on the ensemble piece in tandem with the *Strata* solo. As the students make progress on the solo, they will also be learning at least some of their part for the group.
- 5) Work *Strata* from beginning to end always paying close attention to the multi-line playing in each part. For example: Gui 1. measure 1, Gui 2. measure 33, and Gui 3. measure 25.
- 6) At the end of *Strata*, we have these big rolling chords with extreme dynamic contrast. This moment should be very different from everything before. Attend to vertical alignment and pulse. Let everything ring over within the measure when possible.

Opportunities for Social Emotional Learning

Strata means layers. In geology, it refers to layers of sedimentary rock beds that form over time. Create a class activity where students go outside (if possible) and collect a small stone that represents some aspect of their self. Ask why is this rock like you? As we think about layers of rock in the earth, there are surface layers, middle layers and deep layers. Ask the students their layers. What is a surface layer that everyone sees or knows about you? What is a middle or deep layer that you might be willing to share?

STRATA

Travis Marcum

Solo

♩ = 100

p *mp* *f* *p* *mp* *p* *rit.* *pp*

STRATA

Travis Marcum

Score

$\text{♩} = 100$

Guitar 1
Level 5

p

solo m i

bass melody *mp*

Guitar 2
Level 5

Guitar 3
Level 5

Detailed description: This block contains the first system of a musical score. It features three staves for Guitar 1, Guitar 2, and Guitar 3, all in 4/4 time. Guitar 1 is marked 'Level 5' and begins with a dynamic of *p* (piano). It has a 'solo' section starting at measure 4, marked with *m* and *i*. The melody consists of eighth notes. Guitar 2 and Guitar 3 are also marked 'Level 5' and contain whole rests. A 'bass melody' is indicated by a line with a crescendo (hairpin) shape, starting at measure 4 with a dynamic of *mp* (mezzo-piano). The tempo is marked as $\text{♩} = 100$.

G1

G2

G3

Detailed description: This block contains the second system of the musical score. It features three staves labeled G1, G2, and G3. G1 has a melody of eighth notes with a crescendo line. G2 and G3 have whole rests. The system continues the musical piece from the first system.

11

G1

G2

G3

mp

mp

mp

②

①

H VII

H VII

mp

17

G1

G2

G3

22

G1

G2

G3

p

p

m i

p

②

③

H VII

H VII

p

p

③

②

H VII

H VII

p

p

The musical score for three voices (G1, G2, G3) is shown. The score is divided into four measures. The first measure is marked with a forte (*f*) dynamic. The second measure is marked with a piano (*p*) dynamic. The third measure is marked with a forte (*f*) dynamic. The fourth measure is marked with a forte (*f*) dynamic. The score includes articulation marks (accents) and dynamic markings (*f* and *p*) for each voice part. The G3 part includes a triplet of eighth notes in the first measure.

32

G1

G2

G3

mf

sub. p

mf

38

G1

G2

G3

43 *rit.*

G1

G2

G3

H VII^②

49 *a tempo*

G1

G2

G3

p

p

p

p

55

G1

G2

G3

mf

p

p

mf

f

p

61

Total Silence

ff

G1

G2

G3

66

pp

ff

pp

G1

G2

G3

72

rit.

④ H VII

② H VII

③ H VII

G1

G2

G3