

Melody

The "a" melody is highly arpeggiated and has a roller-coaster contour; in "b" it is virtually all step-wise and has a downward roller-coaster contour. "c" combines skips and steps with less extreme contour.

Harmony

Phrase "a" starts and ends securely in the tonic with arpeggiation, with a strong pause at the dominant midway through. "b" begins in the tonic and moves to the dominant. "c" begins and ends at the dominant and as in "a" has a brief layover at the dominant.

Timbre

In this arrangement the timbre is restricted to bowed strings, but should be performed on the bright side due to the patriotic nature of the piece. (flat bow hair, nearer bridge).

Texture

Homophonic. Thickly scored for substance when audience sings along, and for patriotic feeling of strength and unity.

Expression

Limited contrast in expression, again due to the functional nature of the piece. Sometimes is interpreted as more legato and subdued in the B section.

- **Additional Considerations/Reasons to Perform this composition**
Often requested for pep assembly performance

- **Introducing the piece**

Students are asked to write as much of the first verse of the Star-Spangled Banner as they can. Then break into groups and compare. Written assignment to research the correct first verse including spelling and punctuation. Hand-written only. Then play the tune in unison.

Skill Outcome: Students will correctly play the C# accidentals in tune. ("High 3" on the G string for violin/viola, extension on the cello).

Strategies

- Three blind mice, hot cross buns
- Model correct and incorrect, students identify
- Peer evaluation

Assessment

- Individual playing quiz ("by the dawn's early light")
- Performance at concert