






Choson Kale Mazel Tov, Trad. Klezmer, arr. Gellnick

Clarinet 2018-2021: Grade 4, A:3

	LEARNING OBJECTIVES	TEACHING ACTIVITIES
 <p>PITCH Accuracy, clarity and definition of notes and/or intonation</p>	<ul style="list-style-type: none"> To be able to play the Ukrainian Dorian mode and to understand its relationship to the piece. 	<ul style="list-style-type: none"> Check that there are no unfamiliar notes. Play the mode slowly, listening carefully to the relationship between the notes. Discuss the mood/character the mode creates. Improvise some simple question and answer phrases using the mode. As pupil gains confidence, get them to lead these phrases.
 <p>TIME Suitability of tempo, stability of pulse, sense of rhythm</p>	<ul style="list-style-type: none"> To understand how the different rhythmic patterns relate to the pulse To recognise how these patterns are embellished at different points in the pieces. 	<ul style="list-style-type: none"> Discuss the importance of rhythmic accuracy and pulse in this lively wedding dance. Explore the different rhythmic patterns in the piece. Using the warmup exercises below, or similar, get comfortable with playing these different rhythmic patterns with increasing awareness of pulse. When these rhythms are secure, try some call and response by ear. Can the pupil identify which pattern is being played?
 <p>TONE Control and projection of the sound, sensitivity and awareness in use of tonal qualities</p>	<ul style="list-style-type: none"> To understand the style and character of the piece and to think about how to communicate this through the tone 	<ul style="list-style-type: none"> Listen to a recording of clarinettist Giora Feidman and discuss the sobbing quality that he makes with his clarinet. Think about how you could emulate this quality and what mood or feeling you are trying to communicate.
 <p>SHAPE Effectiveness and clarity of musical shaping and detailing</p>	<ul style="list-style-type: none"> To recognise and understand the overall phrase structure To understand the musical direction and shape of phrases within these sections, enabling the pupil to play with greater awareness and expression 	<ul style="list-style-type: none"> Discuss the overall structure and melodic construction. What changes and what stays the same? Demonstrate some different ways of shaping the phrases and discuss with pupil which ones sounds best and why. Ask pupil to put in breath marks that match the phrase structure.
 <p>PERFORMANCE Overall command, involvement with the music, musical communication</p>	<ul style="list-style-type: none"> To understand the cultural context and style of the piece allowing pupil to perform with deeper knowledge and understanding 	<ul style="list-style-type: none"> Ask pupil to listen to the composer talking about the piece and discuss how this might inform their playing. Find a video clip from a traditional Jewish wedding to get an idea of the original context in which the piece would be played. Ask pupils to listen to Giora Feidman playing the piece and discuss the similarities and the differences between his performance and theirs.

Warm-ups based on Choson Kale Mazel Tov

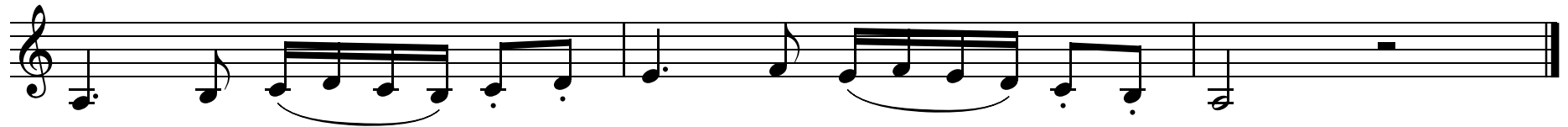
♩ = 120



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