



Lesson: Perform & Listen in Color Groups

OVERVIEW

The rehearsal notes provided by the composer advise the director to divide the band into smaller groups designated by primary and secondary colors of the color wheel. The “Color Groups” need to be able to perform their parts as independent smaller ensembles within the larger ensemble, yet still listen to other Color Groups and react to what those groups play. This activity will help focus and refine the listening skills the performers will need to apply to better perform *Letter from Sado*, particularly the aleatoric sections.

LEARNING GOAL

The students will:

- Listen for and describe the timbre of the combination of instruments in **their** group.
- Listen for and describe the timbre of the combination of instruments in **other** groups.
- Prepare to play their *Letter from Sado* parts confidently and independently.

RESOURCES & MATERIALS

- Warm up materials and scales used in your band or provided in this curriculum
- *Letter from Sado* sheet music
- Corresponding colored sticker at the top of the parts
- Student copies of the [Color Group Reflection Sheet](#)

PROCESS

1. Assign students in the band to the appropriate Color Group
2. Place color sticker on each part according to their team color and arrange students based on Color Groups
3. Individual Color Groups play warm ups and scales to hear the unique timbre of each group
4. Experiment with playing some warm-up materials or scales in a canon to hear the timbre change as Color Groups enter and exit.
5. Listen to each team individually as the students listen to one another

ASSESSMENT

For the director: Observe the timbres that each group produces. Note any balance issues with regard to skill level and size of group.

For students: Completed Reflection Sheet

COLOR GROUP REFLECTION SHEET

Name: _____

1. How would you describe the sound of your color group (e.g. bright, dark, treble, bass, etc ?)
2. What do you notice about the sounds of both your group and other groups based on the instruments in each group?
3. How does the sound of the overall band change as groups enter and exit while playing scales and warm-ups?
4. How do the sounds of the instruments that make up your group compare to the Color name your group is assigned?

