

“Air”
from
Water Music

by George Frederic Handel



Arranged for C Instruments
by Debra Kay Robinson Lindsay

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"AIR" from WATER MUSIC

George Frederic Handel
Arranged by Debra Kay Robinson Lindsay

Andante 2 3 4 5

C Instrument

Keyboard

6 7 8 9 10

11 12 13 14

15 16 17 18

rit.

“Air” from Water Music

1. Which hand do you place on the bottom of your recorder? _____

2. Which hand do you place on the top of your recorder? _____

3. Soprano Fingering Test

Directions: Color in the fingerings for each soprano recorder note.



	<u>A</u>	<u>Lo F</u>	<u>Hi D</u>	<u>B_b</u>	<u>Hi C</u>
○	○	○	○	○	○
	○	○	○	○	○
	○	○	○	○	○
	○	○	○	○	○
	○○	○○	○○	○○	○○
	○○	○○	○○	○○	○○

	<u>G</u>	<u>B</u>
○	○	○
	○	○
	○	○
	○	○
	○○	○○
	○○	○○

4. Note Reading Assessment

Directions: Write the note name on the space provided.

Name _____ Date ___/___/___ Class _____

Parent Signature _____ Date ___/___/___

“Air” from *Water Music*

Recorder Performance Test

___/___/___

Dear _____,

Today you played a recorder arrangement of “Air” from *Water Music* by George Frederic Handel for a performance grade. Find below the checklists that will enable you to evaluate how you performed. Use this evaluation to help you improve your future performances.

Sincerely,

Your Teacher

Ways to Improve Your Performance:

- _____ Practice fingerings for more fluency
- _____ Practice music assignments at home
- _____ Bring your recorder to every music class
- _____ Perform recorder music for family and friends
- _____ Play softer for better intonation
- _____ Practice new songs to increase your sight-reading skills

Ways in Which You Performed Well:

- _____ Fingered fluently and smoothly
- _____ Showed pride in performance
- _____ Did not appear overly nervous
- _____ Took breaths at correct places
- _____ Played with good intonation
- _____ Memorized your music

Comments: _____



Parent Signature _____ Date ___/___/___



"AIR" from WATER MUSIC

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Andante

2 3 4

5 6 7 8

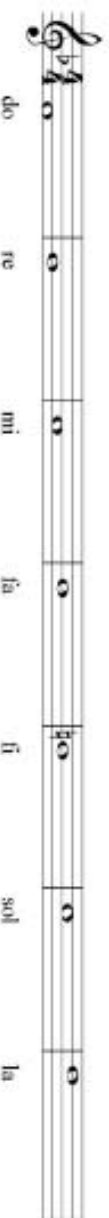
9 10 11 12

13 14 15

16 17 18

Score Transcriber _____ Date ____ / ____ / ____ Class _____

Curwin Hand Symbols to Sing Debra Kay Robinson Lindsay's Arrangement of Handel's "Air" from *Water Music*



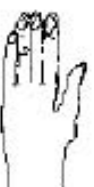
do low "do" is a fist at belt height



fi thumb up



re flat hand, palm down, slanting upward



sol palm towards chest



mi flat hand horizontal



la relaxed hand hanging down from wrist chin level



fa thumb down

Name _____

Date ___/___/___

Class _____



“Air” from *Water Music*



(These lessons are directly related to Virginia Chamber Orchestra’s streaming of *The Music of Washington’s World* at <http://www.virginiachamberorchestra.org>)

Lesson Plan #1 of 1 (with subsequent classes based on practice and proficiency on the songs/arrangements in this lesson)

Objectives of this Lesson Plan:

1. The students will learn how to play “Air” from *Water Music* by George Frederic Handel with the Virginia Chamber Orchestra’s streaming recording
2. The students will learn to play and will take a recorder performance test on *War and Washington*.
3. The students will learn to play and take a recorder (or other C instrument) performance test on “Air”
4. The students will enhance their note reading and knowledge of the technique or music transcription by copying the melodic score of “Air”

Materials Used:

1. *The Music of Washington’s World* streaming video (<http://www.virginiachamberorchestra.org>)
2. Printed or electronic copy of the PDF file included in this unit (see PDF attachment)
3. Printed copies of the song sheets(and any of the other handouts) of “Air”

(Optional -- These song sheets, recorder fingering charts and assessments may be scanned and used with a laptop, LCD and whiteboard or Blackboard. These arrangements may also be copied for use in a Powerpoint presentation.)

Prior Knowledge and Experiences/Curriculum Content:

1. The students should have an appreciation for various music styles and genres
2. The students should have basic singing skills
3. The students should have basic recorder skills
4. The students should have some note reading ability
5. The students should have some understanding of instruments and ensembles during the 1700s
6. The students should have some knowledge about the skills of a composer and conductor
7. The students should know about King George of England and his role and influence in the American colonies
8. The students should know that German born, English citizen, George Frederic Handel's music was popular even in the American colonies and during the time of George Washington

Connections to the National Standards of Music:

(Choose as many Connections as your chosen lesson series adapted from this VCO lesson plan will accommodate.)

1. Singing, alone and with others, a varied repertoire of music
 2. Performing on instruments, alone and with others, a varied repertoire
 3. Improvising melodies, variations, and accompaniments
 4. Composing and arranging music within specified guidelines
 5. Reading and notating music
 6. Listening to, analyzing, and describing music
 8. Understanding relationships between music, and the other arts, and disciplines outside the arts
5. Understanding music in relation to history and culture

Procedures:

(Depending on the depth in which you would like to take this series of lessons, each of these activities will take more than one class period. The level of mastery will be left to your discretion.)

1. Tell the students the meaning of “air” as used music -- a lilting, flowing tune or
2. Share the following information about the composer with the students:

Handel was born in 1685 in Halle/Maddeburg, Germany in 1685 (the same year as, and just a mere 78 miles from John Sebastian Bach in Leipzig). He composed in the late Baroque (pre-classical) style that was from 1685-1750.

3. Inform the students that *Water Music* is a collection of eleven orchestral movements composed to gain the admiration of King George I of England. (Prince George was from Hanover, Germany where Handel was a church organist and choir director. *Water Music* premiered on July 17th, 1717 and was performed after midnight until early morning by fifty musicians floating on barges in the Thames River for King George I’s friends. It is reported that King George I was so taken with Handel’s music that he had the chamber ensemble play the entire suite three times.
4. Tell the students “Air” is the fifth of eleven movements within the *Suite in F Major*, better known as *Water Music*.
5. Tell your students that the French horn was not used in performance ensembles prior to Handel’s *Water Music*.
6. Tell your students they will learn to play (or sing -- according to the performance(s) of your choice) an arrangement of “Air” *from Water Music*. Explain that an arrangement is an adapted musical work usually for different instruments or to be used in different styles or genres. The arrangement is still recognizable.
7. Tell the students they will learn to play or sing “Air” and then play along with the Virginia Chamber Orchestra (www.virginiachamberorchestra.org -- go to “Musical Performances, The Virginia Chamber Orchestra, *Water Music Suite* by G. F. Handel -- scroll the time bar to 54:22 – 56:57). Play as often as desired to analyze the music and style and discuss.

Indicators of Success:

(Again, depending on the learning activities you chose in this lesson series, the indications of mastery will be specific to those opportunities.)

1. The students will learn some of the history surrounding Handel's life and the music included in *Water Music*.
2. The students will learn to sign and sing and arrangement of "Air" from *Water Music* and will be able to perform it with the Virginia Chamber Orchestra as well as with a continuo.
(optional)
3. The students will be able to show their singing mastery and signing skills on an "Air" vocal performance test
4. The students will be able to show their recorder mastery on a "Air" performance test
5. The students will be able to understand and transcribe a musical score of "Air".

Assessment:

(Assessment will be dependent on the learning activities you chose in this lesson series.)

Subjective, Informal Assessment

1. Singing accuracy and quality
2. Recorder performance mastery
3. Orff performance mastery

(and/or)

Formal Objective Assessment

1. Written recorder test

Comments and Additional Material:

1. You may wish to use these arrangements in a musical performance.
2. You may consider sharing these learning activities with your classroom teachers.

3. You may want to consider using these activities or assessments for display.
4. Invite your students' teachers or the administration to your classroom for mini-performances. (Any time you can share how you masterfully integrate social studies and music, you will be enhancing your educational reputation as well as promoting the arts.)

This series of lesson and arrangements were written and arranged by Debra Kay Robinson Lindsay, a Fairfax County, Virginia Elementary General Music educator and National Board Certified Teacher (EMC). Her latest book "Lessons in American Music, Volume II" was released in March 2011 by Rowman & Littlefield.

You may wish to download the Virginia Chamber Orchestra's "The Musical Side of Thomas Jefferson" and "The Wonders of Geography: A Musical atlas of America." These streaming video/lessons plans may be downloaded at <http://www.virginiachamberorchestra.org> or at www.vemea.org