

**Rehearsal Lesson Plan Template**  
**(Revised 8/12)**

**Your Name: Debbie Chen**

<b>School Name: Pembroke High School</b>	<b>Date: 10/09/18</b>
<b>Supervising Teacher: Austin Glass</b>	<b>Time: 12:27 pm - 1:22 pm</b>
<b>Class/grade(s): Freshmen Band / Grade 9</b>	<b>No. of students: 28</b>

**Massachusetts Art Curriculum Framework Music Standards** (include detailed standards by grade level)

2.1 Demonstrate and respond to the beat, division of the beat, meter (4/4), and rhythmic notation, including quarter and eighth notes and rests

2.3 Identify symbols and traditional terms referring to articulation and interpret them correctly when performing

3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation

3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique

5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, and harmony

**Lesson Objectives**

**Warm-up Objectives**

Students will:

- Play and have a better understanding of articulations
- Continue to improve their articulation and sound production with long tones and scales
- Conceptualize dynamics as an ensemble

**“Piece 1” Objectives - Blue Ridge Overture**

Student will:

- Focus on accurate articulations and dynamics as notated in the piece

**“Piece 2” Objectives - How the Grinch Stole Christmas**

Students will:

- Perform the melody at 55 with correct pitch and rhythmic accuracy

**Materials and Setup Needed to Deliver Instruction** (list music, audio equipment, instruments, etc.)

- Instrument for demonstration of notes and articulation
- Sheet music/ Score
- Baton
- Students with instruments
- Room set up in ensemble shape

## **Procedures**

### Warm-ups

1. Introduction Phase (engage students; set expectations; state outcomes)
  - Good Afternoon! I hope you've all had a relaxing long weekend.
  - Please take out your scale sheets, the goals for our warm-ups today is to improve our tone and articulation.
  - I would like to start with concert the concert Bb major scale.
  - Each note will get four held beats. We are focusing on sound production.
  - Can we play this F, Mf, Mp, P
  - Now we will play each note as four tongued quarter notes.
  - And now eighths.
    - So we've worked on identifying different styles of articulation can we recall what they're called?
    - Staccato - another way to think about it is playing the note half its value
    - Legatto
    - Accent
    - Slurr
  - Can we try doing the same scale but staccato?
  - Now legatto.
  - Let's not leave our accented!
  - And last but not least, let's slur the scale.
2. Closure Phase (reinforce, review, reflect on learning outcomes)
  - Good productive work on articulation, as individuals we will keep working on our sound production and continue to improve our work on tonguing and articulation.

### Piece 1:

1. Introduction Phase (engage students; set expectations; state outcomes)
  - Please take out Blue Ridge
  - Now that we've had a refresher on our articulation can we have everyone play the first melody we have? Our goal for blue ridge is to translate what we learned from our warm up into the piece.

- Percussionists play the melody you have too.
  - Lets really focus on the articulations.
2. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)
- Beginning melody is the only melody with staccato and accent for everyone
  - Rest of the piece is legato
  - G - Have Trumpets play - everyone listen - have them set the example - everyone play 5th measure of G - Legato and slurred.
  - Work in dynamics from beginning as an ensemble.
    - Sometimes you don't have to play louder as an ensemble because more instruments are added to create what seems like a louder dynamic.
    - Beginning - the growing dynamic as more instruments are added
    - the dynamic change into A
    - Keeping the mp into C
    - Keeping the mf into E and then growing to a F at f and then the F - P into go.
    - End at H.
  - Play through beginning to H, listening for articulation and Dynamics.
3. Closure Phase (reinforce, review, reflect on learning outcomes)
- Really excellent work, translating the articulations from our warm ups into the piece and maintaining them as we worked on the dynamics!
  - Please take out How the grinch stole christmas.

Piece 2:

4. Introduction Phase (engage students; set expectations; state outcomes)
- So the last time we looked at this piece we were having trouble at measure 22 with the melody. But if we all look at measure 55, Flutes and clarinets also have the melody with the trumpets and eventually the saxes so we will all learn the rhythm of the melody together!
5. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)
- (Write rhythm on board so everyone else can see it too)
  - Can we all say the rhythm?
  - Excellent, can we now clap the rhythm together?
  - Can everyone clap their own rhythm from 55 now?
  - Let's play it! From 55!
6. Closure Phase (reinforce, review, reflect on learning outcomes)

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| <ul style="list-style-type: none"><li>- Excellent job today with the rhythm, next time we are going to try to tie the beginning into 22 - 67.</li></ul> |
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**Closure** (reinforce, review, reflect on overall rehearsal)

- Great work today, we've accomplished our goals for the day which were to review articulation, begin to really focus on dynamics in blue ridge, begin to improve on our sounds as individuals and to learn the rhythm to the allegro section of how the grinch stole christmas! We've improved a lot today and I look forward to improving our sound more tomorrow! Please pack up quietly so we can hear the bell ring! Thank you for your hard work today.

**Assessment**

Circle one:    Formal / **Informal**    **Individual** / **Group**

Assessment instrument(s):

- Blue Ridge overture score
- How the Grinch Stole christmas Score

Assessment procedures:

- Listening for correct articulation and rhythmic patterns
- Listening for group dynamic
- Students self-assessing
- Observation of correct fingerings

**Accommodations/modifications**

- Repeat directions several times, slowly and clearly using simple terms at times.
- Demonstrate / supply an audible example (rhythm or scale)
- Sit a close friend in the same section next to him/her to assist if needed
- Making sure that the lesson is specific and clear in regards to what I am looking for. (Scale, rhythm, listening)
- Provide written examples