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**Concert Orchestra (03/02/2021)**

**Objectives:**

1. Review agenda and upcoming assignments
2. Complete warm-up activities (2 octave G Major Scale and line 6a-d)
3. Students go into break-out rooms to work on balance in “Over The Sea To Sky”

**Sequence:**

**Review agenda and upcoming assignments**

1. The teacher will complete the roll-call by asking students to say how their weekend was.
2. The teacher will then review the agenda (on slide-show)

**Complete warm-up activities (2 octave G Major Scale and line 6a-d) focusing on intonation, articulation, and dynamics.**

1. Students will be told to get our FUNdamentals packet.
2. Students will be told to turn to their 2 octave G major scale.
3. The teacher will call on a student to lead the class in their scale.
  - a. The student will put on a metronome at 80 bpm, count the class off, and play unmuted while the rest of the class follows along (while muted).
  - b. The teacher will give feedback and the process will repeat with another student.
4. Students will then turn to line 6.
5. The teacher model 6a-d while the students play along while muted.
  - a. The teacher will put the metronome on to 60 bpm, count the students off then play.
  - b. The teacher will call on two students to lead the class and give feedback after each student plays.
    - i. **Assessment:**
      1. Did students confirm that they lined up with the leader on each exercise?
      2. Were students who played on their own success in their intonation, articulation, and dynamics?

**Students go into break-out rooms to work on balance in “Over The Sea To Sky”**

1. Students will be put in their break out rooms to work on Over the Sea To Sky.
  - a. Students will be instructed to work on sections that are difficult to them.
  - b. Students will take turns playing for one another and following along, then give feedback to themselves and one another and work on improving their ability to play together.
2. The teachers (3) will go to each practice room and assess students’ work and to give feedback.
  - i. **Assessment:**
    1. Were students playing in their breakout rooms?
    2. Were students playing with one another?

3. Were students giving feedback to one another to improve?
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### **Concert Orchestra (03/04/2021)**

#### **Objectives:**

4. Review agenda and upcoming assignments
5. Complete warm-up activities (2 octave G Major Scale and line 6a-d)
6. Students go into individual break-out rooms to work recording “Over The Sea To Sky”

#### **Sequence:**

##### **Review agenda and upcoming assignments**

3. The teacher will complete the roll-call by asking students to say how their weekend was.
4. The teacher will then review the agenda (on slide-show)

##### **Complete warm-up activities (2 octave G Major Scale and line 6a-d) focusing on intonation, articulation, and dynamics.**

6. Students will be told to get our FUNdamentals packet.
7. Students will be told to turn to their 2 octave G major scale.
8. The teacher will call on a student to lead the class in their scale.
  - a. The student will put on a metronome at 80 bpm, count the class off, and play unmuted while the rest of the class follows along (while muted).
  - b. The teacher will give feedback and the process will repeat with another student.
9. Students will then turn to line 6.
10. The teacher model 6a-d while the students play along while muted.
  - a. The teacher will put the metronome on to 60 bpm, count the students off then play.
  - b. The teacher will call on two students to lead the class and give feedback after each student plays.
    - i. **Assessment:**
      1. Did students confirm that they lined up with the leader on each exercise?
      2. Were students who played on their own success in their intonation, articulation, and dynamics?

##### **Students go into break-out rooms to work on balance in “Over The Sea To Sky”**

3. Students will be put in their break out rooms to begin recording Over the Sea To Sky.
  - a. Students will be instructed to work on sections that are difficult to them.
4. The teachers (3) will go to each practice room and assess students’ work and to give feedback.
  - a. Once students have been assessed they will be free to begin the recording process using upbeat.
    - i. **Assessment:**
      1. Were students playing in their breakout rooms?
      2. Were students playing with one another?
      3. Were students giving feedback to one another to improve?

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## **Philharmonic Orchestra - Block 2 (03/05/2021)**

### **Objectives:**

1. Complete warm-up activity focusing on rhythmic accuracy and articulation
2. Rehearse Frech Military March focusing on consistency in the articulation

### **Sequence:**

#### **Complete warm-up activity focusing on rhythmic accuracy and articulation**

1. Students will be told to get out their fundamentals packet and open to line 5.
2. The teacher will tell the students to look at line 5.
  - a. The teacher will set the metronome to 60 bpm, count the class off, and play line 5.
  - b. The teacher will call on someone to play this section for the class with the metronome.
  - c. The teacher will give feedback about rhythm or articulation then repeat with one other student.
3. The teacher will tell students that we will be isolating different exercises from line 5 and add accents.
4. The teacher will tell students to look at 5e. The teacher will tell students that on the quarter notes they will add an accent.
  - a. The teacher will model the exercise.
  - b. The teacher will turn on a metronome to 60 bpm, and have students in class play the exercise and give feedback on the articulation.
  - c. The teacher will have two students play the exercise for the class and the teacher will give students feedback on articulation.
5. The teacher will tell students to look at 5n. The teacher will tell students that on the quarter notes they will add an accent.
  - a. The teacher will model the exercise.
  - b. The teacher will turn on a metronome to 60 bpm, and have students in class play the exercise and give feedback on the articulation.
  - c. The teacher will have two students play the exercise for the class and the teacher will give students feedback on articulation.
6. The teacher will tell students to look at 6f. The teacher will tell students that on the quarter notes they will add an accent.
  - a. The teacher will model the exercise.
  - b. The teacher will turn on a metronome to 60 bpm, and have students in class play the exercise and give feedback on the articulation.
  - c. The teacher will have two students play the exercise for the class and the teacher will give students feedback on articulation.

#### **Rehearse Frech Military March focusing on consistency in the articulation**

1. The teacher will tell students to get out their French Military March.
2. The teacher will tell students to play the first two measures focusing on the accents having a strong start, taper at the end, and space between the notes.

- a. The teacher will give feedback about the articulation and have the student play again.
3. The teacher will then have the students play from m.1-13 focusing on accent consistency.
  - a. The teacher will give feedback and have students play measures that struggled then play the section again.
4. The teacher will then have students play measure 13 and 14 which has the same material as measure 1 and 2 but with a p dynamic.
  - a. The teacher will give feedback on articulation then have students play again.
5. The teacher will then have students play m. 13-24 focusing on consistency in articulation.
  - a. The teacher will give feedback and have students play spots that they had trouble in or where they were inconsistent with the articulation.
6. The teacher will then have students play from the beginning to measure 24 focusing on articulation consistency especially as we go from f to p dynamics
  - a. The teacher will give feedback and have students play difficult sections and transitions.
    - i. **Assessment:**
      1. Were students consistent with the accents in contrasting sections?