

Name: Ms. Monclova

Date: 9/25/14

Grade Level: 6th grade

Materials needed:

- Instruments
- "Oh Come All Ye Faithful" sheet music
- "Jingle Bells" sheet music
- Standard of Excellence Book 1 for fingering chart (if needed)

Standards:

National:

- 2.a.
- 5.a.b.c.

State:

- Strand 1, Concept 2
 - PO 111, PO 115 - PO 116, PO 119
- Strand 1, Concept 5
 - PO 103 - PO 105

Objectives/assessment:

Objective(s) TSWBAT:

- Compare and contrast legato tonguing to "smooth" playing in "Oh Come"
- Apply concept of "smoothness" in relation to legato tonguing in "Oh Come"
- Demonstrate accents and crescendo's throughout "Oh Come"

Assessment (Closing Task):

- TSW demonstrate their understanding of "smoothness" in relation to legato tonguing in "Oh Come"
- TSW successfully apply their demonstrations of accents and crescendo's on a daily basis when performing "Oh Come"

Personal objective:

- Higher Order Thinking Questions/Words:
 - How does throwing a ball relate to what we are focusing on?
 - Compare and Contrast
 - Apply
 - Demonstrate
- Time efficiency! Go fast!
- No "baby talk"!

Introduction:

1. Have students set up chairs/stands (1 per 2 students) and get out their instruments
 - Binder goes on stand
 - Empty cases go under chair
 - Begin "silent practice"

Procedure:

I. "Oh Come"

- Start at beginning, focusing on smoothing out legato tonguing (solid stream of air)
 - Review tonguing, ask for definition and example (legato, almost connected with minimal space in between each note)
 - Compare and contrast legato tonguing vs. "smooth" playing. "What's the same? What's different?"
 - Demonstrate on trumpet for audible learners
 - Demonstrate ball example for visual learners
 - Demonstrate by throwing a ball in the air with a small amount of time in between each throw to show legato tonguing and spacing. Then throw ball in the air with multiple consistent throws showing legato tonguing, spacing AND smooth movements of forward flow and presence. The amount of time in the air determines length of notes (legato) and the moment where the ball meets the hand determines spacing. Fluidity of throw determines smoothness.
- Play until further notice:
 - M. 5
 - Flutes: Sound like chimes! What's > above the note? Hit the note with more tongue, then die away
 - Clarinets: Solid, "smooth" stream of air with legato notes
 - M. 12 & 24
 - Crescendo! As we see notes getting higher, let's ALL crescendo going up (everyone that has ascending lines throughout the piece). Get even softer, growing even louder.
 - Loooong, held notes
 - Trumpet 1 @ m. 17 and flutes @ m. 37, back away (*p*)!

II. "Jingle Bells" full run through

- Only stop when needed

Closure:

-Reminder: Practice over the Fall Break!