

Name: Ms. Monclova

Date: 10/17/14

Grade Level: 6th grade

Materials needed:

- Instruments
- Standard of Excellence Book 1

Standards:

National:

- 2.a.b.
- 5.a.b.c.d.
- 6.c.

State:

- Strand 1, Concept 2
 - PO 101, PO 102, PO 104, PO 107 - 108, PO 110, PO 115 - 116
- Strand 1, Concept 5
 - PO 102 - 104, PO 106 - 107

Objectives/assessment:

Objective(s) TSWBAT:

- Illustrate #23-25 and 27 with proper posture, embouchure, rhythms, and fingering technique.*
- Transfer knowledge of known fingerings to learning new lines in the Standard of Excellence book (#23-25, and 27)*
- Identify, define, and play fermata's*
- Compare and contrast solo/soli/tutti in #27*

Assessment (Closing Task):

- *TSW play #23-25 and 27 while sitting at the edge of the chair and holding their instruments correctly.*
- *TSW play #23-25 and 27 with correct fingerings and proper embouchures.*
- *TSW play #23-25 and 27 with correct rhythms.*
- *TSW demonstrate their understanding of fermata's by playing #24 and 25*
- *TSW demonstrate their understanding of solo/soli/tutti by playing #27 with a soloist (solo), a section (soli), and as a whole band (tutti).*

Personal objective:

- Higher Order Thinking Questions/Words:*
 - Compare and Contrast*
 - Difference*
 - Identify*
 - Define*
- 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. Standard of Excellence Book 1

- #23 Merrily We Roll Along
 - Repeat sign at the end - explain how it repeats back to the beginning of the line, UNLESS you have another repeat sign at the front of the line.
 - "What do we see at the very end of this line?"
 - "What does it do?"
 - "What's the difference if I only have one repeat sign at the end compared to having one at the beginning as well? Where do I?"
- #24 Lightly Row
 - Introduce fermata - hold the note or rest longer than it's stated value
 - "What's something new we see at the very end of this line?"
 - "Since we have a half note at the end, how long would I hold it for with the fermata? Until the director cuts you off. So that means you have to watch me!"
 - Demonstrate via singing or instrument how long to hold out that last note
- #25 One Step at a Time
 - Accidentals
 - "Remember what b, #, and natural signs are called when they do NOT match up with the key signature?"
 - Share-Pair, "turn to your neighbor and (without talking) *show* them the fingerings to those accidentals"
 - Fermata - hold for longer than 4 beats
- #27 Song of the Fjords
 - Accidentals
 - Solo/soli/tutti - briefly compare and contrast the three
 - Soli- can either have a a section play (ex: saxes) OR can be a small group (2 saxes, 2 clarinets, 2 flutes)
 - "Here's a good question to think about, let's say I was given the opportunity to be the soloist. Would I *only* play the solo part, or would I play the *entire* line?"
 - When playing: Remind students to give the proper respect to the soloist as if they were playing it themselves (no laughing/comments/etc.

Closure:

-Reminder: Practice #24 for your test next week AND #27 as a soloist, you never know when either I or Mr. Weil will call on you to play!