

**Name: Ms. Monclova**

**Date: 11/10/14**

**Grade Level: 6th grade**

**Materials needed:**

- Instruments
- Pencils
- Scale Sheet
- "Rudolph the Red-Nosed Reindeer" by Johnny Marks

**Standards:**

**National:**

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

**State:**

- Strand 1, Concept 2
- PO 101, 102, 105, 106, 108, 115, 117, 118

**Objectives/assessment:**

**Objective(s) TSWBAT:**

- Apply knowledge of counting to understand new rhythm
- Compare and contrast staccato tonguing to accents
- Apply concept of dynamics*

**Assessment (Closing Task) TSW:**

- TSW demonstrate their understanding of the new rhythm by counting/clapping and performing it in full context.
- TSW successfully apply their demonstrations of staccato and accented notes *along with dynamics* when performing it in full context.

**Personal objective:**

- Higher Order Thinking Questions/Words:
  - Compare and Contrast
  - Difference
  - Demonstrate
- Time efficiency! Go fast!
- No "baby talk"!

*Italicizations may/may not be worked on due to time. Indicate next step in teaching the piece if not.*

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**Introduction:**

- I. 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 practicing on their own

**Procedure:**

- II. Scales (10 seconds to review fingerings if needed)

- Concert Bb Major
- Concert Eb Major
- Concert F Major

### III. Rudolph the Red-Nosed Reindeer

- Break down new rhythm at m. 13 on board
  - Eighth, quarter, followed by another eighth
  - Counts:  $1/2+1+1/2=2$
  - Vocal: Down, up, up **and** 1 and and
  - Clap and say
  - Everyone play on 1 note
- Repeat for rhythm at m. 15
  - 4 eighth notes
- Play m. 13 **and** m. 37 (They're the same!)
- Go back to beginning
  - Connect staccatos seen in m. 15/37 to accents seen at very beginning
  - What's the difference? Space, harder attack
  - Everyone play both on 1 note (4 beats)
  - Everyone play at beginning
- *Introduce dynamics*
  - *Break down volume-meter on board (that you normally see in technology)*
    - *(1)p-(2)mp-(3)mf-(4)f*
    - *Have them draw volume-meter on paper and indicate what numbers are where*
      - *Ex: Beginning is 1 b/c it's p*
  - *Double check each section for pencils!*
  - *Break down instrument parts to solidify correct dynamic*
    - *"Let me hear the trumpets at m. 13, what dynamic does it say? (Mf) Let me hear you play that. Now let's add everyone else who has that same line at m. 13. Trumpets, you're covering everyone else up so let's mark that 3 (mf) down to a 2 (mp) **or** let's have everyone else bump up to a 4 (f) and trumpets stay the same."*
- *Run through!*

### Closure:

- Things to work on:
  - New Concert at Major scale
  - Articulations: staccato vs accents
  - Dynamics