

Secondary Instrumental Methods Lesson Plan

Grade: High School		Subject: Concert Band Amazing Grace by Frank Ticheli	
Materials: Full Score, Band Parts		Technology Needed: Laptop and speakers	
Instructional Strategies: <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) 	
Standard(s) MU:Pr4.2.E.III a. Analyze how musical elements, compositional devices, and context of musical works inform performances. MU:Pr4.3.E.III a. Identify and demonstrate expressive qualities in varied repertoire and interpret performance practices that relate to context, genre, and expressive intent. MU:Pr6.1.E.III a. Present musical work(s) with technical accuracy and expressive intent through individual and ensemble performances of a varied repertoire of music. b. Elicit informal or formal audience response through demonstration of expressive intent within context of music.		Differentiation Below Proficiency: The student cannot play correct notes and rhythms and has trouble following the conductor and staying in tempo. Above Proficiency: The student plays correct notes, rhythms and pays attention to all dynamic markings. The student plays in tempo while watching the conductor and plays expressively and musically. Approaching/Emerging Proficiency: The student plays correct notes and rhythms and follows the conductor, but has no regard for expressivity and musical nuances. Modalities/Learning Preferences: A student who is a primarily auditory learner would benefit from hearing a recording of the piece and mimicking the expressiveness. A student who is a primarily visual learner would benefit from watching the conductor's gestures and movements and will play accordingly.	
Objective(s): The learner will demonstrate expressive playing technique and the ability to listen for balance across an ensemble. Bloom's Taxonomy Cognitive Level: Articulate, Executing, Displaying, Adapting, Collaborating			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will sit in their assigned spots in like-instrument sections Students are expected to listen when the conductor is talking and play only when it is appropriate, as is stated in the Band Classroom Procedures. Transitions will be kept short and swift with good planning and organization by the teacher.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) If students fail to follow the procedures of not talking/playing at appropriate times, daily participation points will be taken away. If this behavior continues, performance opportunities will be removed.	
Minutes	Procedures		
8	Set-up/Prep: Begin the rehearsal by warming up with a Eb major scale. First time through- make sure all notes are correct Second time- smooth and connected notes through all octaves, good tone Third time in a triplet rhythm (have them clap triplets first) Tune with section leaders, then full band to check for blend and balance Percussion will set up their equipment		

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10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Read through the piece for the first time (measures 1-8) [0:00-0:25] Focus on rhythmic and note accuracies Smooth, legato phrasing, stagger breathing Rhythmic differences and entrances in sections</p>		
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Begin at measure 43-70 (transition section) [1:56] Rit. poco, a tempo Reinforce attentively watching conductor Tempo changes Fermatas Rit. poco A tempo</p>		
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Begin at measure 64 (a tempo) [2:58] Continue working on transition into recap Focus on expression and musicality Blend, balance (triangle sound)</p>		
7	<p>Review (wrap up and transition to next activity):</p> <p>Run through piece and discuss where we will be working next rehearsal Identify trouble spots for next rehearsal</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>Actively listen across the ensemble to different sections of instruments to hear progress</p> <p>We will listen to a recording of the concert as a class and discuss mostly positive aspects of the performance including how we grew as an ensemble from first learning the piece, then briefly discuss what could have been improved upon further.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The final concert serves as the summative assessment in an ensemble setting. Students' collective progress on note and rhythmic accuracy, as well as blend, balance, musicality and expressiveness are all factors in a successful performance of a piece of music.</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>Actively listen across the ensemble to different sections of instruments to hear progress</p> <p>We will listen to a recording of the concert as a class and discuss mostly positive aspects of the performance including how we grew as an ensemble from first learning the piece, then briefly discuss what could have been improved upon further.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The final concert serves as the summative assessment in an ensemble setting. Students' collective progress on note and rhythmic accuracy, as well as blend, balance, musicality and expressiveness are all factors in a successful performance of a piece of music.</p>
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>While I talked about balance and blend towards the end of the rehearsal, I would make it more of a focus at the beginning. I would use a layered scale to promote good listening across the ensemble and better balance throughout the sections.</p> <p>Also, since this piece focuses heavily on expression, I would indicate so from the start and demand dynamic and music playing, even if there are still some missed notes. I think coming into this piece with expression as a goal from the beginning will be more effective, instead of waiting to add it in until every note and rhythm is correct.</p>			