

## PRACTICUM SECTIONAL LESSON PLAN #1

<b>Teacher(s): Arjen Wynja</b>	<b>Date: 11/7/22</b>
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Setting	Rationale
<p><b>Time:</b> Shortly after 1:22 PM</p> <p><b>Place/Environment:</b> Thompson Valley HS in Loveland (ROOM?)</p> <p><b>Students:</b> 6 high school trumpet students, varying ages and levels of proficiency, from “plays all the notes” to “plays almost no notes.” Low-middle income community.</p>	<p>Opportunities to work with a teacher in sections outside of the regular rehearsal process to refine skills specific to parts and instruments are incredibly valuable to students. When students are more prepared on their instrument and as a section, they are better able to engage in the learning process in full-ensemble rehearsal. This increases the musical value that students draw from their music education. While I practice my teaching, I hope to make this a valuable experience for the students that contributes meaningfully to their experience in band.</p>

Colorado Standards <a href="https://www.cde.state.co.us/coarts/2020cas-mu-p12">https://www.cde.state.co.us/coarts/2020cas-mu-p12</a>	NAfME Standards <a href="https://nafme.org/my-classroom/standards/core-music-standards/">https://nafme.org/my-classroom/standards/core-music-standards/</a>
<ol style="list-style-type: none"> <li>1. 8th Grade, Expression of Music, 1. Students perform contrasting pieces of music, making interpretive and expressive choices.               <ol style="list-style-type: none"> <li>a. Perform music rhythmically correct.</li> <li>b. Perform music with correct pitches and intonation. (See levels 2-3 in Music Skills Appendix)</li> <li>c. Perform music with expressive qualities. (See levels 2-3 in Music Skills Appendix.)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges in a varied <b>repertoire</b> of music, and evaluate their success.</li> </ol>

<b>C/M/O/P Objectives</b>	<b>Materials</b>
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<p><b>SWBAT:</b> Play <u>Louder</u> and with a more open tone.</p> <p>-Know: strategies for playing louder without compromising tone</p> <p>-Do: Practice playing louder with the dynamics exercise</p> <p>-Show: Appropriate (and often louder) dynamics in Renaissance Festival as prescribed by the score and Mr. Thompson.</p> <p><b>SWBAT:</b> Play the proper articulation/style and rhythm (light and separated notes) of the refrain (mm. 9) in Renaissance Festival</p> <p>-Know: Isolated rhythm concepts, notes, style</p> <p>-Do: First playing on one note, then adding all the notes in the phrase</p> <p>-Show: Ability to execute the desired (separated) style in the first movement of Renaissance Festival</p> <p><b>SWBAT:</b> Play complete phrases in Renaissance Festival mvt. 2 (when to breathe)</p> <p>-Know: Strategies for proper phrasing (when to breath, phrasing dynamics)</p> <p>-Do: Play the phrases with building and receding dynamics</p> <p>-Show: ability to play the phrases without teacher “conducting” them through it.</p>	<p>-Foundations Blue Method Book</p> <p>-Instruments</p> <p>-Parts for “Renaissance Festival and Dance”</p> <p>-Chairs</p> <p>-Stands</p> <p>-Arjen Print-out sheet:</p> <p><a href="https://drive.google.com/file/d/1RzPufzNnvkUBm6nD Dc40VVB6p_-TaQhy/view?usp=sharing">https://drive.google.com/file/d/1RzPufzNnvkUBm6nD Dc40VVB6p_-TaQhy/view?usp=sharing</a></p>
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### Anticipatory Set

**Engage: 2 MINUTES/LESS**

T: Horns out, starting on the mouthpiece.  
 Call-and response on mouthpiece with rhythms in *Renaissance Festival and Dances* (frame as warm-up)  
 Eg. mm. 9/42

**Frame: 2 MINUTES/LESS**

-Clean up the rhythms and articulation in Mvmt. 1 *Festival* (SWBAT #2) (st. say “separated articulation”)  
 -Work on some fundamentals that I think could help improve general playing (SWBAT #1) (st. say “fundamentals”)  
 -Phrasing and lyricism in Mvmt. 2 *Pavane* 9-17, move on if time. (SWBAT #3) (st. say “phrasing”)

### Procedures

**Warmup: 5 minutes**

Hand out and play through Arjen’s fundamentals sheet, adjusting as needed.

**MOVEMENT 1 FESTIVAL, (10 MINUTES)**

**Acquire**

- Let’s take out *Renaissance*; we’re looking at mm. 9, mvmt. 1
- All play rhythm at mm. 9 on 2nd line G, student counts off. (Diagnostic Assessment)
- T. ASK: “What does Mr. Thompson say about this?” (SPACE, SEPARATED)
- Volunteer to demonstrate this part on a G with space? (student feedback)
- All play the whole phrase on a g

**Elaborate**

- Then move on to playing the notes, and developing the phrase

**Memory Strengthening**

- Repeat, repeat, repeat, and move on to similar phrases throughout the music to apply the changes
- Move on when the notes are light and consistent (progress demonstrated)

**MOVEMENT 2 PAVANE, (10 MINUTES)**

**Acquire**

- Moving on to mvmt. 2, mm. 9.
- ASK: Between mm. 9 and 17, how many phrases are there? (St. respond: 2)
- How might we build these into coherent phrases? (St.. respond: looking for crescendo, then diminuendo)

**Elaborate:**

- Volunteer to demonstrate?
- Student feedback to demonstrator

**Memory Strengthening/Putting into Practice:**

- All play the phrases (student counts off), repeat a few times to build the phrasing and TONE. Always remind about tone.
- Move on to closure when students play the proper phrasing, at least with breathing.

Assessment	Closure
<p>Diagnostic</p> <ol style="list-style-type: none"><li>1. Students play the mvmt. 1 rhythms on a g to see if they understand the rhythm concept.</li></ol> <p>Formative</p> <ol style="list-style-type: none"><li>1. Students play the mvmt. 1 and mvmt. 2 phrases without me playing or conducting, with the desired effect (separated in 1, lyrical in 2)</li></ol> <p>Summative</p> <ol style="list-style-type: none"><li>1. Ending questions in closure.</li></ol>	<p>Procedure:</p> <ol style="list-style-type: none"><li>1. Teacher asks questions:</li><li>2. -How do we play the rhythms in mvmt. 1? (separated and light)</li><li>3. -How do we play a complete phrase in the Pavane?</li><li>4. -How are we going to always play (full, open tone)</li></ol> <p>Homework:</p> <ol style="list-style-type: none"><li>1. Practice the exercises on this sheet, and the warm up sets in the blue book. Keep working on your dynamic levels and always work on your tone.</li></ol>