

“One Rehearsal Only!”

Name: Jeff Oliveira

Grade Level: 6

Element: Harmony

Central Focus:

Use knowledge of music and recorder to analyze and perform a new piece of music with three harmony parts.

Materials Needed:

- Sheet music for “Christmas Bells”
- Colored recorder cutouts in sets of 3
- Pencils
- Music stands
- Smartboard

Objectives:

Behavioral:

1. Students will employ teamwork and ensemble skills to complete the tasks assigned.
2. Students will analyze the musical and compositional elements of new music
3. Students will rehearse and perform music with a limited amount of rehearsal time

Conceptual:

1. Students will connect the positive effect on musical analysis to rehearsal techniques.

National/Core Standards:

MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

State Standards:

MU:Pr4.1.6b. Explain how understanding the structure and the elements of music are used in music selected for performance.

MU:Pr4.1.6c. When analyzing selected music, read and identify by name or function standard musical symbols (for example, rhythm, pitch, articulation, dynamics).

MU:Pr5.1.6a. Identify and apply teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform.

Hook:

Start the lesson by issuing a challenge to the students - can they analyze and perform a piece of music in one class session!?

Plan for Independent Group Work:

Most of the lesson is independent group work with limited guidance.

Summary of Three Main Activities:

1. Randomly group students
2. Analyze music and pitches in groups
3. Rehearse and perform in ensembles and as a class

Time:	Procedure:	Formative Assessments:
15:00	1. Prior to class starting, write instructions on smart board and prepare the colored/numbered recorder papers	
15:05	2. As students arrive, have them take a piece of paper and instruct them not to open it yet.	Visual scan to ensure they don't open yet!
15:12	3. Review instructions - they will only need a pencil and recorder for class. Instruct students to find the other two recorders that match their color, then grab a stand and find a place to work in the room.	Wait for quiet and focus, walking around to see if they are finding partners
15:15	4. Each group will have 3 minutes to fill in the blanks on the music.	Use timer, walk room.
15:20	5. Each student will write the pitch names over the part that corresponds with their recorder number (1, 2 or 3).	Use timer, walk room and scan.
15:25	6. After 5 minutes, instruct students to rotate papers and repeat step 4.	Same
15:30	7. After 5 minutes, repeat step 5. All students should now have the note names for all three recorder parts written.	Same
15:40	8. Students will have ten minutes to practice their own part and put it together with the rest of their group.	Same
15:50	9. Ask for volunteer groups to perform in front of the class. End with the whole room performing together, then discussing how the analysis helped their performance preparation	Listen for accuracy and expression in performing. Lead discussion if it goes awry or is hard to get started.
	10. Excuse groups to line up by quietest. Collect sheet music as they leave.	Wait for quiet, not for the bell ringing.

Summative Assessments:

(How you will formally assess student learning of the Central Focus at the end of the lesson or unit?)

1. *Written Assessment:* Collect sheet music with completed analysis
2. *Manipulative Assessment (How will the students effectively model their new musical skills in class?)* Through their performance at the end of class.
3. *Classroom Discussion (How were the students able to articulate their successful understanding of the concepts explored?)* They will discuss in their groups how analysis affected their performance/rehearsal

Closure:

The proof will be in their playing and in checking their written analysis, as well as in their discussion of analyzing music before playing it.

Extension

Switch recorder parts, learn the vocal line and discuss the form.





