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| **Grade:** 10-12 | | | **Subject:** Wind Ensemble—*Prelude, Siciliano and Rondo: Rondo* | |
| **Materials:** Folders, Chairs, Stands, Sheet Music | | | **Technology Needed:** N/A | |
| **Instructional Strategies:**   * Direct instruction * Guided practice * Socratic Seminar * Learning Centers * Lecture * Technology integration * Other (list) | | * Peer teaching/collaboration/   cooperative learning   * Visuals/Graphic organizers * PBL * Discussion/Debate * Modeling | **Guided Practices and Concrete Application:** | |
| * Large group activity * Independent activity * Pairing/collaboration * Simulations/Scenarios * Other (list)  |  | | --- | | Explain: | | * Hands-on * Technology integration * Imitation/Repeat/Mimic |
| **Standard(s):**  *12.2.1* Performs with expression and technical accuracy  *12.2.2* Perform in an ensemble.  *12.6.1* Know the uses of the elements of music in the analysis of compositions representing diverse genres and cultures  *12.6.2* Understand technical vocabulary of music. | | | **Differentiation:**  **Below Proficiency:** Simpler parts.  **Above Proficiency:** Upper, more challenging parts  **Approaching/Emerging Proficiency:** All students will be encouraged to participate in the process of creating the music and being able to justify the decisions based on the music.  **Modalities/Learning Preferences:** Visual (seeing the music), Bodily-Kinesthetic (playing the music), Aural (explaining the music) | |
| **Objective(s):**  -TLW know and understand what Rondo form is.  -TLW be able to accurately perform their part in the correct style for the piece.  **Bloom’s Taxonomy Cognitive Level:**  Understand (explain), Apply (choose), Analyze (explain), Create (play) | | |
| **Classroom Management- (grouping(s), movement/transitions, etc.):**  Quick transitions to avoid as much distraction as possible.  Engage students by asking them to listen to each different theme and how it fits in the piece. | | | **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):**  Students will only play when the conductor asks them to play. There will be no playing if the conductor is talking and students can SILENTLY finger along while the conductor is working with other sections. | |
| **Day(s)** | **Procedures** | | | |
| 1-2 | Day 1-2 (Rondo—beginning & end):   * Warm up: Bb scale on staccato eighths (work articulation & listening throughout ensemble)   + All together   + 3 groups * Rondo: alternating A theme with B & C themes * Beginning-A (A theme)   + Focus on style (light, bouncy, space)   + Articulations   + Releases * G-end   + Return of A theme   + \*No accelerando\*   + Line up 16ths, who enters where?   + Solid ending (eighth notes in last two measures) * F   + Articulation (quick tonguing, short, crisp)   + Simultaneous themes     - Have everyone with A theme play first     - New theme     - Together * F-end   + Without accelerando first     - Pay attention to entrances   + Add accelerando (NOT up to tempo) | | | |
| 3-4 | Day 3-4 (Rondo—All A themes):   * Review beginning-A (A theme) * A-B   + Trumpet solo on A theme (forte)   + Background syncopations!!!   + \*Sightread together, rehearse separately, put back together * C-D   + Flute Solo on A theme (piano)   + Rehearse backgrounds (offbeats vs. on the beat)   + \*Sightread together, rehearse separately, put back together * Play Beginning-A, A-B, C-D back to back   + Hear differences (accompaniment, dynamic, articulations, etc.) * Review G-end | | | |
| 5-6 | Day 5-6 (Rondo—Alternating themes):   * Warm-up: Bb scale on rhythm at F   + All together   + 3 groups * B-C   + 16th note runs: ascending group, then descending group   + Others   + Offbeats measure before C   + Together * Run A-D * D-F   + French horn & English horn alone   + Change of mood/style     - CONTRAST     - Legato, smooth     - Gentle     - Dynamic swells   + Keep tempo driving forward * Run through entire piece | | | |
| 7 | Day 7 (Rondo):   * Sectionals (15 minutes) * Run trouble spots together * Begin to move tempo | | | |
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| **Formative Assessment: (linked to objectives)**  **Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.**  Working with individual sections.  Asking if students have any questions. Anywhere they would like to work on?  **Consideration for Back-up Plan:** N/A | | | **Summative Assessment (linked back to objectives)**  **End of lesson:** Performance individually and as a group.  **If applicable- overall unit, chapter, concept, etc.:** N/A | |
| **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):** | | | | |