

Teacher: Mx. Sean Perry

Setting/Lesson: Fairfield Crossroads 7th Grade Orchestra

Date of Lesson: April 19, 2022

PLANNING

Central Focus-	The students will... perform music of two distinct styles (Celtic and Latin influence) in appropriate manners.
Objectives/Central Focus-	The students will: - Discuss the style of the music they're playing - Perform music in 6/8 time - Perform music in 3/4 time - Watch the conductor - Follow conductor cues & instructions
Prior Knowledge Needed/ Pre-Assessment/Vocabulary	- Waltz - 3/4 time - Minor - Jig - 6/8 time - Pizzicato - Breath / Lift
Materials/Learning Supports	Students must have... - Instruments & setup gear - Music - Pencil

INSTRUCTIONAL DELIVERY

Opening/Central Focus	- Surprise factor – <u>play a jig</u> to grab attention - Say hello - Introduce self - Explain what I just played - Definition of a Jig: A lively folk dance that's written in 6/8 but feels like it's in 2. - Most jigs have are made up of two 8 bar themes, each of which is repeated. - Other types of music written in 6/8 are felt in 3 - Check that students have instruments, pencils, music
Discuss relevance of learning target with students:	Today's focus: - Reasoning

LEARNING ACTIVITIES

Sequence of Events Order of what you are teaching Detailed activities (time, amount, measures) Pacing considerations Script or outline	PIECES OF EIGHTH YouTube - <u>Warmup (model)</u> - Lower octave Em scale in 6/8 (write on board) - EEE-F#F#F#-GGG-AAA-BBB-CCC-DDD-EEE - EEE-DDD-CCC-BBB-AAA-GGG-F#F#F#-EEE - Watch me – I'll show you how much sound I want - <u>Form Tracing</u> - "Put your finger on measure 1 and practice following your music with me" - Beginning to "D.S. al Coda" - Jump! m.5 (where "S" symbol is) to m.20 - Jump! to Coda - Coda to end - <u>Discuss: Two main sections</u> - First: m. 5-37 - Second: m.37-60 - <u>Dynamic Structure</u> - Section Two: BIG contrasts! - Watch me – I'll show you how much sound I want - Review 1st & 2nd endings (m. 49) - Section One: Who has the melody? - Violins carry melody first - Low strings carry melody second - Don't overplay the melody - <u>Full Run</u> EL TORO YouTube - <u>Form Tracing</u> - "Put your finger on measure 1 and practice following your music with me"
---	--

	- Beginning to “D.C. al Coda” - Jump! Beginning to (m. 44) - Jump! to the Coda (m. 65) - Coda to end - <u>Discuss</u> - What language is “el toro”? - (A: Spanish) - Does anyone know what “el toro” means? - (A: the bull) - Knowing that, what do you think this piece is about? - (A: bull fighting) - If this piece is about bull fighting, what should it sound like? - (A: powerful, angry, dramatic, bold, etc.) - <u>Bowing Practice (demonstrate)</u> - Let’s put these ideas into practice - 3/4 staccato quarter notes on open A : □ v □ v □ v : - Same think, but hooked : □ v v : - <u>Full run</u> - <u>Balance Issues</u> - Demonstrate main melody - Whenever a section is playing this, everyone else should be able to hear it - Run (m. 1-55) - Solo sections - Dynamics = <i>sfzp</i> - Can anyone tell me what this means? - (A: Sforzando Subito Piano) - Demonstrate how to play <i>sfzp</i> - 15 second student practice <i>sfzp</i> - Once you’re at piano, <i>stay there</i>. Play underneath the soloist.
Modeling Ideas	- Model warmups, articulations, melody - Ask for a volunteer to demonstrate
Assessment: Informal	- Specific verbal feedback on problem spots - Thumbs up for success - Asking questions of ensemble
Closing- Extensions/Further Connections	- I think we accomplished a lot today - These musical styles are a blast; if you ever wish to listen to or learn more Celtic or Latin-inspired music, there’s plenty available online! - Pleasure working with you