

Teacher: Mx. Sean Perry

Setting/Lesson: Fairfield Creekside 6th Grade Orchestra

Date of Lesson: April 18, 2022

**PLANNING**

<b>Central Focus-</b>	The students will... create music using 3 distinct bowing styles & percussive rhythms.
<b>Objectives/Central Focus-</b>	The students will: <ul style="list-style-type: none"><li>- Perform percussive rhythms with their feet</li><li>- Communicate with one another</li><li>- Respond to cues &amp; instructions</li><li>- Practice staccato, legato &amp; détaché bowing</li></ul>
<b>Prior Knowledge Needed/ Pre-Assessment/Vocabulary</b>	<ul style="list-style-type: none"><li>- Mode of D dorian</li><li>- Key of D major</li><li>- Pizzicato</li></ul>
<b>Materials/Learning Supports</b>	Students must have... <ul style="list-style-type: none"><li>- Instruments &amp; setup gear</li><li>- Music</li><li>- Pencil</li></ul>

## INSTRUCTIONAL DELIVERY

Opening/Central Focus	<ul style="list-style-type: none"> <li>- Say hello</li> <li>- Introduce self</li> <li>- Ask how students are doing</li> <li>- Check that students have instruments, pencils, music</li> </ul>
Discuss relevance of learning target with students:	<p><b>Today's focus: Bowing styles &amp; percussive rhythms</b></p> <ul style="list-style-type: none"> <li>- By learning to properly articulate rhythms, we can make the music sound cleaner &amp; more pleasurable to listen to!</li> </ul>

## LEARNING ACTIVITIES

Sequence of Events	<p><b>HIAWATHA</b> <a href="#">YouTube</a></p> <ul style="list-style-type: none"> <li>- <u>Ask if anyone knows the history of Hiawatha</u></li> <li>- <u>Inform students about Hiawatha</u> <ul style="list-style-type: none"> <li>- Hiawatha was a precolonial Native American leader and co-founder of the Iroquois Confederacy. He was a leader of the Onondaga people and the Mohawk people. According to some accounts, he was born an Onondaga but was adopted into the Mohawks. Hiawatha was a real person, but is mostly known via legend. Legend states that Hiawatha was once a wild man and a cannibal. He overcame his origins and helped to unify the Iroquois peoples.</li> </ul> </li> <li>- <u>Warmup (write on board, model &amp; define staccato)</u> <ul style="list-style-type: none"> <li>- <b>Dm 5-note scale: Quarter note staccato bow stroke</b> <ul style="list-style-type: none"> <li>- DDDD-EEEE-FFFF-GGGG-AAAA-GGGG-FFFF-EEEE-DDDD</li> </ul> </li> <li>- <b>Intonation: F natural</b> <ul style="list-style-type: none"> <li>- Drone to check each section: D-E-F</li> </ul> </li> </ul> </li> <li>- <u>Theme 1 (m. 3-22)</u> <ul style="list-style-type: none"> <li>- Run: Focus on melody</li> <li>- Violin melody (m. 3)</li> <li>- Viola melody (m.12)</li> <li>- Lower string articulation</li> </ul> </li> <li>- <u>Re: Warmup (model &amp; define legato)</u> <ul style="list-style-type: none"> <li>- <b>Dm 5-note scale: Quarter note legato bow stroke</b> <ul style="list-style-type: none"> <li>- DDDD-EEEE-FFFF-GGGG-AAAA-GGGG-FFFF-EEEE-DDDD</li> </ul> </li> </ul> </li> <li>- <u>Theme 2 (m. 22-37)</u> <ul style="list-style-type: none"> <li>- Run</li> <li>- Style change (m. 22): Light, long</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- Separate bows, connected sound</li> <li>- Whole notes</li> <li>- “4 parts of the bow, each part plays part of the whole note”</li> <li>- <u>Theme 1 (m. 37-end)</u> <ul style="list-style-type: none"> <li>- Run</li> <li>- Intonation: Vln low 1st, low 2nd fingers</li> </ul> </li> </ul> <p><b>SHOE SYMPHONY</b> <a href="#">YouTube</a></p> <ul style="list-style-type: none"> <li>- <u>Warmup</u> (model &amp; define détaché) <ul style="list-style-type: none"> <li>- D scale: Eighth note détaché bow stroke <ul style="list-style-type: none"> <li>- DD-EE-F#F#-GG-AA-BB-C#C#-DD</li> <li>- DD-C#C#-BB-AA-GG-F#F#-EE-DD</li> </ul> </li> <li>- Ask: What’s the difference between F and F#?</li> </ul> </li> <li>- <u>Form Tracing</u> <ul style="list-style-type: none"> <li>- “Put your finger on measure 1 and practice following your music with me” <ul style="list-style-type: none"> <li>- Beginning to “D.S. al Coda”</li> <li>- Beginning to Coda</li> <li>- Jump! to “D.S. al Coda”</li> <li>- “D.S. al Coda” to end</li> </ul> </li> </ul> </li> <li>- <u>First 4 measures</u> <ul style="list-style-type: none"> <li>- Shuffle timing</li> </ul> </li> <li>- <u>(m. 5-21)</u> <ul style="list-style-type: none"> <li>- Stomp timing</li> <li>- Intonation: Vln II (m. 11)</li> </ul> </li> <li>- <u>(m. 21-41)</u> <ul style="list-style-type: none"> <li>- Vln/Vla pizz alignment</li> </ul> </li> <li>- <u>Bow distribution</u> <ul style="list-style-type: none"> <li>- Vlc &amp; Bass (m. 25) <ul style="list-style-type: none"> <li>- “Now we have 5 parts of the bow, each part plays a beat of the tie”</li> <li>- Quarter notes = get back to the frog</li> </ul> </li> </ul> </li> <li>- <u>Full run w/ feedback</u></li> </ul>
<b>Modeling Ideas</b>	<ul style="list-style-type: none"> <li>- Might show this? <a href="#">Hiawatha - Soon Hee Newbold</a></li> <li>- Model warmups, articulations, intonation, bow distribution</li> <li>- Ask for a volunteer to demonstrate</li> </ul>
<b>Assessment: Informal</b>	<ul style="list-style-type: none"> <li>- Specific verbal feedback on problem spots</li> <li>- Thumbs up for success</li> <li>- Asking questions of ensemble</li> </ul>
<b>Closing- Extensions/Further Connections</b>	<ul style="list-style-type: none"> <li>- I think we accomplished a lot today</li> <li>- Keep practicing the bowing styles that we worked on today! One day you’ll master them.</li> <li>- Pleasure working with you</li> </ul>