

Teaching Episode #2
Sample Lesson Plan:
Name

Concepts
Articulation
Objectives
<ol style="list-style-type: none"> 1. Students will demonstrate a martele bow stroke. 2. Students will perform legato. 3. Students will be able to aurally identify the difference between martele and legato.
Warm-up/Review (10-20% of lesson) (10 minutes)
<ol style="list-style-type: none"> 1. Tune students as they enter the classroom and ask them to review Allegro in the key of D major. 2. Once the majority of students are there, double check tuning as a group. 3. I will model the first three notes of the D major scale using a legato bow stroke and ask the students to listen so they can describe the sound I make and what it looks like. 4. Ask the students, was my sound smooth or separated? Call on individual students to describe how my bow arm looked (Assessment: Can the correctly describe the bow arm motion?). 5. Have students play the D major scale legato (Assessment: Look for students whose bow is legato). Provide feedback if necessary. 6. Next, I will model the D major scale using a martele bow strong and ask the students to describe the sound and how it looks. 7. Ask the students to perform the D major scale martele (Assessment: Look for correct bow stroke). 8. Perform Allegro for the students. Ask them to raise their hand when they think I am using the martele bow stroke (Assessment: Notice who is raising their hand at the correct time). 9. Review Allegro phrase by phrase having students echo the correct articulations. 10. Have the students perform Allegro as a group and as individuals. Accompany them on the piano.
Music-Making (40% of lesson)
<p>Boyce Symphony No. 1 (15 minutes)</p> <ol style="list-style-type: none"> 1. Ask the students to get out the arrangement of Boyce Symphony No. 1. Play a recording of the song for the students and have them follow along in their music. Ask them to place a line over any notes they hear that sound martele (Assessment: walk around checking whether the students are correctly marking their music). 2. Call on individual students who have marked their parts correctly to share with the class. 3. Give students 2-3 minutes to practice their part individually so they can practice using a martele bow stroke. A couple students may need to pizzicato only to review the correct notes. 4. Have students perform mm. 1 – 15

- a. Isolate the Cello and Basses and ask them to use martele on all eight notes. Double check their bow speed and placement.
 - b. Have the first violins play mm1-15 while everyone else pizzicatos. Ask every to listen to the melody and notice how much easier it is to hear during pizzicato. Remind them when they use the bow, they must provide space between each note for the correct style.
5. Perform the exposition of the first movement (Assessment: Listen for better balance with space between the notes).

Adoration, Florence Price (10 minutes)

1. Have the students listen to a recording of the piece and describe the articulation. Make sure to connect back to the warm-up. This piece is very legato.
2. Have the students perform the first large section focused on both legato, overall dynamics and balance. (Assessment: Look and listen for smooth bow changes).

Challenging Material (20% of lesson) 10 minutes

1. Ask students to play their open D string crescendoing on their up bow and make a smooth bow change at the frog.
2. Place students in pairs and have them do flexibility exercises at the frog.
3. Once bow changes seem smoother, ask them to practice mm 2-3 with legato bow and dynamics.
4. Explain the balance needed for the jazz chords and isolate the 9 chords for intonation. Insist that students listen and adjust.
5. Perform Adoration

Closure/Fun Activity (10% of lesson)

Perform Turbulence by William Owens. Ask the students to use and apply what they learned to this piece.

Assessments

1. Visually and aurally assess the martele bow stroke.
 - a. Is the note half of the note value with the other half space + ring?
 - b. Are students using a fast bow?
2. Visually and aurally assess the legato bow stroke.
 - a. Can students perform a smooth bow change with no space in sound at the frog?
 - b. Can students use an even bow speed?
3. Visually and aurally assess students' identification of martele and legato.
 - a. Did students accurately write martele bow strokes in their music?
 - b. Did the students raise their hands at the appropriate times to identify the martele bow stroke?