

MUSED 355 Lesson Plan

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| Name: Andrew Sloniker | Class: 8 th Grade Band |
| Date: 3/25/10 | Rehearsal in Sequence: 2-1 |

Objectives (attached to National Standards):

- Students will be able to identify minuet form within their part and how it relates to other parts.
- Students will perform correct articulations after reviewing shortly in class

Procedure (connected to objectives):

1. Warm Up – Use F major scale. Play scale twice; once with staccato articulations and once with tenuto articulations
2. Tune – have students listen down to Tubas and go down by half steps
3. Run through the second movement so that students may refresh themselves with information we may have talked about in the last lesson
4. Ask students simple questions about previous lesson. “What is a minuet?” (A French Social Dance), what are some characteristics of a minuet (emphasis on 1 with weaker beats on 2&3).
5. Ask students what they think the form is of the piece. Explain that the piece follows a Minuet for and is primarily ABA’.
6. Have students play the different sections of the music so that they may see where in the music the different section may be.
7. Ask students what the differences between the two section may be (added instrumentation, dynamic difference)
8. Have students play through the entire movement again focusing on articulations and the form of the Minuet
9. If necessary, go back and fix any major problems that the ensemble may encounter while rehearsing. The upper portion of the lesson plan can be adjusted for the situation such as this.

Assessment (connected with objectives):

Formative Assessment

- Having students identify where the different sections of music are.
- Having students perform the differences that can be seen between the two sections

Summative Assessment

- The students would be given an assignment where they would be responsible for creating a melody and creating a small piece that follows an “ABA” form. This could be used over the next couple of lessons and possibly be performed in class.