

Technology in the Music Classroom Lesson Plan Assignment

Name: Megan Woods

Lesson Plan Type : Performing

Lesson Title/Description:

Class/Grade: High School Percussion

Lesson Time: 45 minutes

Standards:

MU:Pr5.3.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

MU:Cr6.1.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles

Learning Outcomes	Assessment Evidence
By the end of this lesson, students will be able to <ul style="list-style-type: none">- Exhibit appropriate rehearsal techniques- Play through pieces of music from various cultures and styles (lyrical, Afro-Cuban, found percussion) at their designated tempi markings.	Evidence: <ul style="list-style-type: none">- Students will rehearse quietly and efficiently, without talking or playing out-of-turn.- Students will exhibit appropriate adjustments to musical aspects (such as dynamics, tempo, rhythms, balance, and blend) as required from the director.- Students will remain in their assigned location throughout the duration of the rehearsal on each piece, only leaving their location to switch to a different piece of music as requested by the director.

Prior Knowledge and Skills:

- Students can read music notation from whole notes to groups of four sixteenth notes and eighth note-sixteenth note groupings (and their corresponding rests).
- Students can set up their instruments appropriately.
- Students can demonstrate correct playing techniques on basic percussion instruments (including accessory percussion) and their found percussion instruments.

Materials:

- All required instruments for the following pieces of music:
 - o Sweep Dreams (upright broom, push broom, dust pan, 4 rubber trash cans, 2 5-gallon buckets,
 - o Low Tide (glockenspiel, marimba, chimes, wood block, sleigh bells, 4 timpani, brake drum, suspended cymbal, triangle, wind chimes)
 - o Clave and Sons (claves, guiro, xylophone, timbales, suspended cymbal, cowbell, 4 timpani, shaker, congas)

- 8 music stands (one for each student + director)
- Metronome
- Timer

Learning Activities:

- Set timer for 10 minutes while students set up for Sweep Dreams.
 - o Set metronome to 120 bpm.
 - o Say, “Let’s start from the beginning and play all the way through without stopping.”
 - o As students are playing, mark locations in the score where students need to rehearse (specifically paying attention to dynamics, ensuring that the “melody” is always audible, and watching to confirm whether students are utilizing appropriate playing techniques).
 - o Once students finish the piece, work backwards on the elements that require attention.
 - o Continue making the necessary adjustments for the remainder of the time. Do not work past the allotted 10 minutes.
 - o If all necessary adjustments are made before the expiration of 10 minutes, have students run through large sections of the piece for continuity.
- Set timer for 10 minutes while students set up for Low Tide.
 - o Set metronome to 96 bpm.
 - o Say, “Let’s start from the beginning and play all the way through without stopping. I will not be conducting, so remember to listen to the metronome for your tempo.”
 - o As students are playing, mark locations in the score where students need to rehearse (specifically paying attention to dynamics, ensuring that the glockenspiel is always audible, and watching to confirm whether students are utilizing appropriate playing techniques).
 - o Once students finish the piece, work backwards on the elements that require attention.
 - o Continue making the necessary adjustments for the remainder of the time. Do not work past the allotted 10 minutes.
 - o If all necessary adjustments are made before the expiration of 10 minutes, have students run through large sections of the piece for continuity.
- Set timer for 10 minutes while students set up for Clave and Sons.
 - o Set metronome to 144 bpm.
 - o Say, “Let’s start from the beginning and play all the way through without stopping. I will not be conducting, so remember to listen to the metronome for your tempo.”
 - o As students are playing, mark locations in the score where students need to rehearse (specifically paying attention to dynamics, ensuring that the xylophone is always audible, and watching to confirm whether students are utilizing appropriate playing techniques).
 - o Once students finish the piece, work backwards on the elements that require attention.
 - o Continue making the necessary adjustments for the remainder of the time. Do not work past the allotted 10 minutes.
 - o If all necessary adjustments are made before the expiration of 10 minutes, have students run through large sections of the piece for continuity.
- Set timer for 10 minutes while students set up to play through a full run of all three pieces.
- After the full run, have students pack away all of instruments, covering up the mallet instruments, placing accessory instruments in their appropriate baskets in the percussion room, and storing their binder and stick bag in their locker.