** Lesson Plan**

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**Name:** Elizabeth Anderson **Date:** 2/6/17

**Grade/Class:** 5th Grade Orchestra

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| **1. Measurable Objectives:** * Students will play notes on the G string and the G major scale with accurate pitches and intonation.
* Students will play Entry of the Tumblers, bars 21 to 40, with the correct notes and rhythms, correct bowings, good intonation, and with an understanding of their part’s relation to others in the ensemble.
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| **2. Required Prior Knowledge and Skills:** * Students have previously learned the notes on the G string and the G major scale.
* Students have previously played Entry of the Tumblers from the beginning to bar 21.
* Some students have been introduced to Entry of the Tumblers bars 21 to 40.
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| **3. Review Needed:*** Students will sing and play the notes on the G string by ear prior to playing them from music to review how they sound and how they are played.
* Students will play Entry of the Tumblers from the beginning to bar 21 as review.
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| **4. Materials, Repertoire, Equipment needed:** Essential Elements Book IEntry of the Tumblers score/partsViolin to use for demonstrationPencils/highlighters for student use |
| **5. Agenda:** 1. Listening warmup
2. Essential Elements p. 27
3. Tumblers m. 21-40
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**6. Lesson Sequence** **Pacing**

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| **A. Brief Opening:** Announcement and warmups by ear* String Fest reminder – Date, call time, dress code.
* Students will repeat one-bar sequences on their instruments, or by singing note names as an aid if needed.
* Students will be given the opportunity to volunteer to play one-bar sequences of their own for the class to repeat.
 | 1 min3 min2 min |
| **B. Learning Activities:** 1. Students will review line 98 in the Essential Elements book (the G major scale), first by singing the note names, and then by playing it on their instruments.
2. Students will review line 101 in the Essential Elements book (Baa Baa Black Sheep), in four-bar phrases, first by singing the note names, and then by playing it on their instruments. They will then sing and play the entire song.
3. Students will play through Entry of the Tumblers from the beginning to m. 21, taking the repeat. If needed, we will stop, correct note or rhythm/tempo issues, and play it again.
4. Students will learn bars 21 to 40 in three segments: bar 21-27, bar 27-33, and bar 33-40. For each segment, the students will be asked to sing their part, then air-bow and finger their part, and then play their part as a section before playing the whole segment as an ensemble. The groups will be as follows:
* 21-27: viola and violin II, then violin I (Question for everyone: How do these parts work together? What’s the same, what’s different between the parts?) Play through with all parts. Play through bars 17 to 27 for the transition.
* 27-33: cello/bass, then viola/violin II, then violin I (Question for everyone: Is the melody the same anywhere? Is the rhythm the same anywhere?) Reinforce the bow lift in bars 30-32. Play through with all parts. Play through bar 21 to 33.
* 33-40: cello/bass, then viola/violin II, then violin I (Question for everyone: Is the melody the same anywhere? Is the rhythm the same anywhere?) Play through with all parts.
1. Play through bars 21-40.
2. Play from the beginning to bar 40. Stop and re-collect the group if necessary. Repeat if time permits.
3. If time permits, follow the same process for bars 40 to 47, or play a runthrough of Can-Can.
 | 2 min5 min4 min8 min10 min10 min2 min3 min |
| **C. Assessment:** No formal assessment. Students will be heard in small groups and observed for participation and correct notes/rhythms/bowings. The class will be asked specific questions about the music and students who offer an answer will be noted. |  |
| **D. Closing/Wrap-up:** Students who pack up their music and are sitting quietly in rest position will be dismissed. |  |
| **E. Assignment:**Practice Tumblers up to bar 40 at home. |  |

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| **7. Accommodations:** In this class, there are five students with specific learning disabilities. All five students struggle with auditory learning, working and short-term memory, and word retrieval. All of these students need short, clear instructions, seating near the front of the class, frequent modeling, visual cues, and pre- and re-teaching. In my teaching to the general class, I will use short, clear utterances with no excess information. I will also model the music before the students play. These students are encouraged to use provided highlighters to mark important information in their music, and are permitted to write in note names.There are two students with communication disabilities. These students have trouble with inferences higher-order thinking and need modeling, limited vocabulary in classroom instructions, and short, repeated instructions. Many of the accommodations for the students with specific learning disabilities will also help these students. In addition, it may help to re-state instructions directly to these children if they are not participating appropriately.There is one student who has a heath disability. This student is in counseling for self-monitoring and is in a pull-out program to meet with the counselor during the school day. This student need a visual checklist of activities, which I will provide on the white board. They also need visual and verbal cues to re-direct attention to the learning activity, which I will use if necessary. Similar to the previous two, they also need complex instructions to be broken down and preferential seating.There is one student with autism. This student has difficulty in new settings and in social situations. This student is allowed to sit alone in the back of the room to provide personal space. This student also needs structure, clear instructions, and modeling, which I will provide.There is one student with an emotional disability (anxiety) in the class. This student becomes overwhelmed by excessive stimuli and frustrated by open-ended assignments. This student is allowed to chew gum as a stress reliever and benefits from a structured environment. I will help this student by listing the schedule for the class on the board and by providing short, specific instructions. |
| **8. Teacher Reflection/Self-Evaluation:**  |
| **9. National Standards***:*PerformingResponding |
| **10. State Standards:** SingingReading and NotationPlaying instrumentsCritical ResponseConcepts of style |