

Title of Musical Selection: Variations on a Shaker Melody

Type of Ensemble: Wind Ensemble

Grade Level: 11th-12th

*Is this the students' first encounter with the chosen piece? No

What will students learn? (Objectives:)

The students will learn the idea of unification from rehearsal 15 to the end of the piece. They will learn the concept of blending and balancing as well. They will also understand the significance of composing the piece and its history as well as its dynamic markings. Furthermore, they will understand what a counter melody is, where it is in the section, and what instrumentation has it.

Music Standard(s) fulfilled- (National Standards)

2. Performing on instruments, alone and with others, a varied repertoire of music
6. Listening to, analyzing and describing music
7. Evaluating music and music performances

9. Understanding music in relation to history and culture

What musical information/knowledge must the students have to possess in order for this lesson to be a reality?

They need to have a basic understanding of their instrument. This includes; how to read rhythms, the notes, how to make the dynamics occur, how to tune their instrument, as well as a basic understanding of what some of the dynamics are, and tempo markings.

Lesson Components:

1. Skills Vs. Activities

Skills:

1. Unification
2. Blending and balancing
3. History
4. Dynamic Markings
5. Counter Melody

Activities:

1. Students who play woodwind instruments would play from rehearsal 15 to the end, only those who have the melody then have the brass play the same section together, only the ones with the melody, and then combine the two to show the significance of being unified and sounding as one.

1. The students will then play the last two chords and listen for balancing from the bass up then those with the third of the chord really need to come out. Low brass needs to be a tad bit more full than the upper woodwinds because; human ears tend to hear higher frequencies easier.

1. The students will research Aaron Copland and the piece then do a poster for the piece or a power point presentation.

1. The students will play the last chord as forte and controlled as they can and then as soft as possible with nice support and good. Then this gives them an idea as to where their pianissimo dynamic is.

2. Then, the students would hear the low brass play the counter melody after the woodwinds and some of the upper brass play the melody then combine the two to show how it fits.

2. Alternative Instruction

The PowerPoint presentation or poster is something that is nontraditional. This allows the student to be as creative as possible and incorporate their own ideas into their projects. Furthermore, the project gets the students to think of how the piece of music is related to history. It relates because, they are doing the work rather than the teacher telling them what everything means, it is more hands on.

Assessment (Indicators of Success):

I will assess the students based on improvement throughout the lesson and the understanding of the material. Furthermore, the project and the creativeness and effort will play a role in the assessment as well. In addition to the aforementioned statements behavior in the ensemble setting is crucial. Posture as well as involvement in the class is a key recipe for success.

Follow-up for Next Rehearsal

I would follow up with a reminder on what we did the last time, example unification, balance, etc. and tell them to keep those things in mind when rehearsing the following lesson. I would then go through a section that was giving the students some difficulty with the same principals in mind.