Dakota Cavanaugh

11/29/18

**Apprenticeship Lesson Plan**

**Ensemble:** 8th Grade Orchestra

**School:** Eisenhower Middle School

**Cooperating Teacher:** Cody Toll

**National Standards:**

* MU:Pr5.3.E.lla – Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.
* MU:PR4.3.E.lla – Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers technical skill to connect with the audience

**Objectives:**

* Students will accurately perform a two-octave A-flat major scale with fewer than two errors of note choice/bow technique.
* Students will utilize accurate position shifts while playing an A-flat major scale (2 octave) with less than two mistakes of intonation
* Students will perform a concert A-flat major scale (2 octave) in a three-part round with less than three errors in triadic intonation between sections
* Students will aurally identify notes of a triad when played by their peers

**Warm- up:**

1. Students will play through a two-octave A-flat major scale in half notes to review.
2. Students will play a 4-2-1 exercise on a two-octave A-flat major scale (4 eighth notes on each pitch for ascent and descent, 2 eighth notes on each pitch for ascent and descent, and finally 1 eighth note per pitch for ascent and descent with the ensemble landing on the root for a whole note).

**Sequence:**

1. Students will play through the concert A-flat scale in a three part round starting with violin 1, then violin 2 and viola, and finally cello and double bass.
2. T: “Alright take 20 seconds and talk to your stand partner about what 2 pitches you think had the biggest intonation problems.”
3. Ss: Talk amongst themselves/ T: brings ensemble back together
4. T: “So, I’m going to name each pitch of the scale in order, and if you think that note was a note that needs some work, raise your hand.” \*Teacher says each pitch as students respond with which pitches need improvement\*
5. Teacher identifies what pitches have been agreed upon as problem notes, and then the students will play the round again while paying particular attention to fixing the notes of issue.
6. T: “Alright now that we have our fingers and bow-hands warmed up a bit, lets warm up our ears. “ \*Teacher will have students count down each row and number off by 1, 2, and 3.\*
7. T: “We are going to play an A-flat major triad. 1’s will play Ab. 2’s will play Eb. 3’s will play C. The order will be 1’s play a whole note, 2’s play a whole note, 3’s play a whole note, then there will be one full bar of rest, and last everyone will play together. Then I will point at one person, and after I cut you all off I want that one person to continue playing their note for an extra whole note.”
8. Students will perform the exercise five or six times with the director calling on a different number and different instrument each time. After each attempt, the teacher will ask the class “What pitch did the one person have?” Students will then have to identify whether the note is the root, fifth, or third of the chord.

**Assessment:** Informal Observation

* Teacher will watch as students perform their scales and the aural skills exercise and analyze the success rate of students. If the success rate is roughly 80% or above, they can move on to the next step. If the success rate seems lower than 80%, the instructor will review the concept on the spot or during a later lesson.