

Sasha Ono

World Tour - Bell Orchestra goes on Tour!

Date: 6/25/14

A.1 Orchestral Music Class

A.2. Grade 8 orchestra

A.3 40 kids

A.4. My students have been studying in school since 4th grade, however most of them started playing before than and about 80% of the students receive instruction outside of school. 20% of the students have only studied in school, therefore they are further behind in their technical training than the 80%. My lessons must cater to both needs. In this hypothetical classroom, one student experiences extreme difficulty writing and one of my students has mild dyslexia and cannot read very well. Pictures help him to understand words.

A.5 Most of the students come from very wealthy families and have their own instruments. However there are instruments for rent at the school for those who cannot afford to buy their own or for those who do not feel the need to buy an instrument. This is a very high achieving middle school where students are under a lot of pressure to succeed. I plan on keeping very high standards, but creating a fun learning environment.

A.6. I will have a SmartBoard in my room this will allow me to show videos and display slides to my classroom. Through my lessons I hope to establish a level of professionalism and show students what it is like to be a real musician. I will do this in order to establish a rapport of mutual respect and to achieve high quality results.

World Tour Lesson Plan Day 1

Objective: "Students will understand the professional musician code of conduct. Students will model professional musician performance behavior and practice the code of conduct. Students will articulate engaging and exciting elements of a musical performance."

Common Core:

CCSS.ELA-Literacy.W.8.10

NAFME:

MU:Pr4.1.8a

MU:Pr5.1.8a

Materials:

Berlin Phil Video: <https://www.youtube.com/watch?v=Wi6tthpzetE>

Smart Board

Music Stands

Pencils

Instruments

Procedures:

Students will enter the room, get their instruments, tune them, and sit down while Berlin Phil video is playing.

Once students are seated. "We are going to start today's class a little differently because I have some very special news to share with you later!"

"Wasn't that exciting?! Not at all boring! Nobody would be able to sleep through that! As performers, we always want to engage our audience and never accidentally put them to sleep. Now lets think about this: What made that performance really great? Take a minute to think (quietly!) about that and write down a few bullet points on your index card. After 45 seconds, I will call on a few students to share one bullet point." (5 minutes)

"Can everyone please pass their index cards forward? After class, I am going to pin up all these index cards on this wall behind me so we can keep referring to your great ideas." (2 minutes)

“ So why are we talking so much about performing today? Everyone, bring your attention to the SmartBoard.”

Reveal the World Tour poster/handout on SmartBoard. Pass out copies to all students. (1 minute)

“Your assignment for this week’s practice journal is to write down some good performing skills/habits. Try to use specific examples from great performers. If you need help finding a great performer, please check my website for a list of performances. I will also post this assignment on my website.” *(give students 3 minutes to write down the assignment)*

“Now! We will continue working on all of our orchestra music. We will perform the five strongest pieces for the World Tour - we will decide the program 2 weeks before the concert. Save your questions for the end of class.”

“ Today, we are going to make sure we know how to start a concert. When my hands go up to conduct, show me what should happen.” *(practice this 5-10times). (3 minutes)*

“Great! Now, we will begin our first piece. Please keep in mind that your bow should be moving in the same direction as your stand-partner and your section leader. If you get lost and need to fake it, fake it with your bow going in the right direction! Our goal for today is to get everyone’s bows moving in the same direction at the same time. If you keep forgetting a bowing, write it in your music!” *(10 minutes)*

“ Okay! Please remember this week’s practice journal assignment! I will be checking it next class. Does anyone have any questions?”

“It’s time to pack up your instruments and head over to your next class.”

Instructional Strategies:

Transition students into the classroom.

Hook students with an engaging performance

Have all students feel they are heard in a large classroom by having them write down their ideas on index cards and posting the cards up (to be done after class).

Higher order thinking: Go beyond the notes and think about what really makes a performance engaging. Will need to describe some intangible qualities and try to replicate or create their own.

B6. Incorporates a short writing exercise at the beginning: describe what you see, feel, think.

Assigns an informal writing assignment for the week (practice journal assignment)

B7. Place stronger players with weaker plays to balance out the orchestra.

B8. Assess students by reading their index cards and listening to their comments. Make sure students are all getting their bows in ready playing position when my hands go up to begin the piece.



Bell Middle School WORLD TOUR 2014

World Tour

Roaring Brook
Graffin
West Orchard

Day of Tour:

May 5, 2014
10am-2:30pm

Featuring:

The 8th grade orchestra of
Robert E Bell Middle School!
(aka YOU!)

Congratulations on making it to your last year at Bell Middle School!!!! Since you have all done so well this year, its now time to show off. We will be embarking on a World Tour, which is an all day school event where we visit each of the elementary schools to give a thrilling performance!

Get ready! We have about 10 weeks until it's time for our tour and we've got a lot of work to do and a lot of fun to have!

We will act as true musicians act through this whole process (which means there will be live performances, discussions, professional rehearsals, etc.)

Here we go!!

**World Tour
Day 2**

Vocabulary and Critiques through group work

Objective: To teach students the proper vocabulary to express their musical needs to learn how to critique their own playing and their peers playing.

Students will be able to ask critical questions that they can apply to personal practice.

Students will learn new vocabulary

Students will learn techniques to improve their weaknesses

Solution Board/Map

Common Core Standards:

CCSS.ELA-Literacy.L.8.4

CCSS.ELA-Literacy.L.8.6

NAFME Standards:

MU: Pr.4.8.1a

Materials:

Word Board

SmartBoard

"Welcome to your Practice Lab" slide

4 Excerpts from orchestra music

http://japanese.imslp.info/files/imglnks/usimg/5/57/IMSLP01776-Mozart_EineKleineNachtmusik_Score.pdf

Vocabulary Worksheet

Solution Sheet

Students instruments

Practice Journals

Music Stands

Pencils

Chairs

Beethoven 5 recording <https://www.youtube.com/watch?v=7jh-E5m01wY>

Lesson opening:

Have Beethoven 5 playing and the "Welcome to your Practice Lab" slide displayed on the SmartBoard.

Students will get their instruments, tune and seat awaiting instructions.

Procedure:

Hand out a the vocabulary sheet.

Have students create 5 (total for the class) critical questions to ask themselves during practice using the vocabulary words. Then hand out your list of questions.

Break students up into groups of 4, within their instrument group. Teach students HOW to ask questions and critique nicely.

1. Student plays 1 scale and 1 orchestra excerpt.
2. Student who plays, reflects openly. Share 3 comments.
3. Each student in the group is allowed ONE comment, relating to the questions outlined.
4. Each student writes down ONE thing they would like to improve upon based on the activity. Put into practice journal.

Everyone gets together:

Present the SOLUTION BOARD! Hand out a solution sheet to put into practice journal.

Assessment:

Everyone gets together. One student from each group will come up and say what they learned using at least 2 vocabulary words. Ask students how this can help us prepare for the World Tour. State that journals will be collected next week.

Adjustments:

The vocabulary sheet has pictures which help students who have trouble reading understand the vocabulary words. Those with more severe learning disabilities will only be required to learn one word from each category.

The peer evaluation is very helpful to bridge many skill gaps. Advanced students will have the opportunity to tutor and demonstrate techniques to less advanced students.

This is an age appropriate assignment and teaches students how to incorporate vocabulary into the music classroom. It also incorporates writing to reflect and improve their technique.

I will assess my students by walking around the classroom while they are peer teaching and hear how much of the vocabulary they are using. I will also be reviewing their practice journals over the weeks. I will also be able to hear their comments toward the end of the week.



WELCOME TO YOUR PRACTICE LAB



Dynamics

ff FORTISSIMO

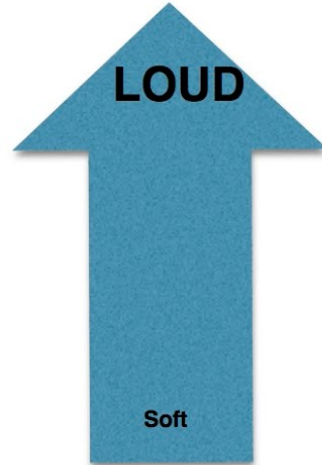
f FORTE

mf Mezzo Forte

mp Mezzo Piano

p piano

pp pianissimo

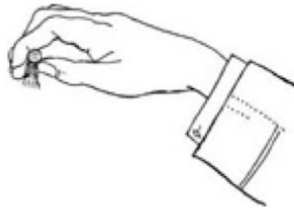


Technique

Right hand:



Bow Hold:



Bow distribution: How am I spending my bow to play notes?

Bow placement: What part of the bow am I playing in?
Where is my bow on the string

Bow pressure: How much pressure/weight am I putting on the string?

Bow Speed : How fast is my bow moving?

Tone Quality:



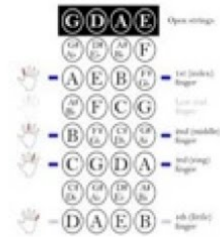
Left hand:



Shifting:



Positions (ie. first, second, third, fourth, etc)



Vibrato:

HI! I'M VIBBY VIBRATO™

I CAN MAKE YOUR TONE MORE BEAUTIFUL BY HELPING YOU LEARN TO USE



VIBRATO

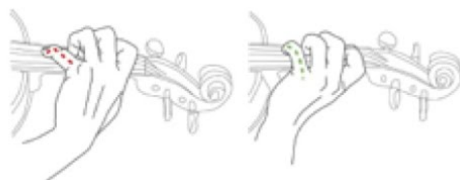
THAT SPECIAL SOUND YOU CAN MAKE ON THE  THAT MAKES YOUR TONE "VIBRANT" AND "ANIMATED" (COME TO LIFE).

VIBRATO MAKES YOUR TONE COLORFUL AND WARM, MORE LIKE THE HUMAN SINGING VOICE.

Intonation



Hand position



Some examples of questions to ask yourself or others:

Am I using a variety of dynamics? What dynamics am I using?

Am I holding my bow correctly?

How is my bow technique (hold, distribution, placement, pressure, speed) effecting the quality of my tone?

Does my bow distribution make sense?

Am I using vibrato? Is my use of vibrato appropriate for the genre?

How is the accuracy of my shifting?

How is my intonation?

World Tour
Lesson Plan Day 3

Objective: Students will develop critical listening and observational skills to be able to play with the larger ensemble. Students will begin to use their critical listening skills to adjust their playing to adhere to group dynamics and phrasing (rhythm and tempo).

Common Core Standards:
CCSS.ELA-Literacy.W.8.10

NAFME Standards:

MU:Pr5.1.8a

Materials:

SmartBoard
Are You Listening? slide
Orpheus Chamber Orchestra Video
BlindFold
Index Cards
Music Stands
Instruments
Chairs

Opening:

Have Nobuyuki Tsujii video (<https://www.youtube.com/watch?v=to5xJQHwwJA>) playing softly while students will enter get and tune their instruments. Students will seat and wait for instructions once they are tuned and they have placed their practice journals in the bin.

Procedure:

1. Remind students to put practice journals in the bin
2. "We will start today's class with a performance by a famous orchestra! This orchestra is one of the best in the world and has no conductor!! Does anyone know the name of the orchestra?"
3. Explain who Orpheus Chamber Orchestra is and show a 2 minute clip of their performance with the blind pianist Nobuyuki Tsujii. <https://www.youtube.com/watch?v=MTIPVN0Evs4>
4. " The pianist you just watched is named 'Nobuyuki Tsujii' **write name on board**. He is one of the most accomplished pianists in the world and he has been blind since birth! Since he is blind, what do you think he has to do to learn music?" Listen!
5. Display the "Are You Listening" slide.

6. Ask the class “ What do you think makes a good listener? In ensemble playing, why is it important to be a really good listener?”
7. Put 5 ideas on what makes a good listener, on the board.
8. “Alright! Now lets get into this! Let’s all play a one octave D Major scale in quarter notes. Here is your tempo” **give tempo**
9. Great! Now lets play the D major scale again BUT we have to follow whatever our concertmaster _____ does. He/she can play whatever tempo, rhythm, or bowing he/she wants. In order to hear him/her, the rest of us have to play at ‘pianissimo’ dynamic.
10. Now! Let’s see what it feels like to be Nobuyuki Tsujii! **holds up blindfold**Do I have any volunteers?
11. “I will place this blindfold around your eyes and you will listen to my rhythm in the D Major scale, and then play it back to me. ** Repeat this 5 times with 5 different students**”
12. “Great! Now everyone, close your eyes. I will play any rhythm, dynamic, and tempo I want in this F major Scale, and you will need to clap it back to me!”
13. “Okay, lets get into our orchestra music. Please take out Eine Kleine Nacht Musique.”
14. After running through the piece once, have all students turn their chairs to face the back.
15. “This time, we we play at a pianissimo dynamic. We won’t be able to see the conductor or the concertmaster. We have to rely on our listening skills to make sure we all stay together!”
16. “Now, without saying anything, turn your chairs back to face me and we will play Eine Kleine Nacht Musique, listening very, very closely to each other and playing the written dynamics.”

Assessment:

“I’m going to give you 2 minutes to write this down. Did you hear any differences between the first time we played it, and the run through we just did now? After 2 minutes, I will call on 2 people and then we will pack up for today.”

Adjustments:

Students who have trouble writing can dictate their answers to me.

This lesson plan caters to students of all technical abilities as it shows any musicians different techniques of rehearsing.

Technology used in this scenario is appropriate for this age group. The video is also appropriate for this age group and exposes them to someone with a physical disability who has accomplished amazing things.



Are you listening?



"You weren't listening.
I said, 'DON'T fall.'"



World Tour
Lesson plan Day 4

Objective: To put together what we have learned over the past 3 days into our orchestral music.

Students will review and collaborate to apply what they have learned to their playing.

Common Core Standards:

CCSS.ELA-Literacy.SL.8.1.A

NAFME Standards:

CA #4

CA #5

MU: PR5.3.E.5a: Use self reflection and peer feedback to refine individual and sensible performances of a varied repertoire of music.

Materials:

SmartBoard

Solution Board

"Wait What Was that again?" Display Slide

Great Performers Board

Vocabulary Sheet to display

Solution Board

Lesson Opening:

(5 minutes)

1. Have the "What What was that again?" Displayed as students walk in. They will get their instruments, tune, and sit down. As they are sitting down, they can discuss the board.

Procedures:

(10 minutes)

1. Go over the "Wait, What was that Again?" display slide
2. Point out the "What Makes a Good Performance" Board - Ask students what we need to work on to achieve those qualities.
3. Display the Solution Board Slide. Ask students "If my tone sounds crunchy and sticky, what do I need to do?"
4. Ask students " What are the elements of the right hand bow techniques?"

(20 minutes)

1. Break up students into octets (2 per instrument). Put each octet in a different corner of the room. Give each octet Eine Kleine Nacht Musique and _____.
2. Students will have 15 minutes of rehearsal time to practice using the information we learned over the past three lesson days. Solution Board, Performance Board, Vocab Sheet will all be displayed prominently.
3. Give a 5 minute warning before the 15 minutes is up.

Assessment:

(10 minutes)

After 15 minutes is up, “ Okay everyone! Each group will perform an excerpt from Eine Kleine Nacht Music and one excerpt from _____ . Your group will need to say one thing you achieved in your rehearsal. The other groups will have the opportunity to give one compliment and one criticism. Please take 5 minutes to choose an 8 measure excerpt from each piece and decide who will announce for your group.”

Closing:

“Thank you so much everyone! Please pack up your instruments and head to your next class.”

Play _____ piece on the SmartBoard as students exit classroom

Adjustments: Students who are not comfortable performing, will get the chance to do so in a supportive environment after proper preparation.

MOre advanced students will have the opportunity to coach less advanced students.

Great Performers



**Maxim Vengerov,
violin**



**Jacqueline Du Pre,
cello**



**Orpheus Chamber
Orchestra**



Janine Jansen, violin



**Mstislav
Rostropovich, cello**



**Itzak Pearlman,
violin**



**Berlin
Philharmonic**



**Kim Kashkashian,
viola**



You!





WAIT... WHAT WAS THAT AGAIN?



Do you remember when we used these pictures and why?



World Tour Lesson Plan

Day 5

Objectives:

To prepare students for a field trip to Lincoln Center for a NY Philharmonic Open Rehearsal.

To get students to think about what it means to be a professional musician.

To use different rehearsal techniques and compare later to NY Phil rehearsal.

To predict what might go on in a NY Phil rehearsal

Common Core Standards

CCSS.ELA-Literacy.W.8.10

NAFME Standards

MU: Pr4.3.E.5a

Materials

NY Philharmonic Video performance

NY Phil with Idina Menzel

"Bell Orchestra goes to see NY Philharmonic" sheet + permission slip

Smart Board

Music Stands

Chairs

Eine Kleine Nacht Music

Opening

1. **Have a recording of NY Phil performing Sibelius Violin Concerto**
https://www.youtube.com/watch?v=BjCP_9H1XHs&list=PL24F015CA3CDB43E0 playing when students enter
2. **Students will get instruments, tune, and sit down awaiting further instruction**

Procedure

(10 minutes)

1. Ask Students if they know which performing ensemble was playing on the SmartBoard.
2. "You have just seen the New York Philharmonic, one of the best orchestras in the world! Has anyone heard of them before?"
3. "Lucky us! The NY Philharmonic has invited us to attend one of their open rehearsals at Avery Fischer Hall in New York City! I have permission slips for your parents with all of the field trip information."
4. "That's not the only kind of music the NY Phil performs!"
https://www.youtube.com/watch?v=BjCP_9H1XHs&list=PL24F015CA3CDB43E0&index=1

(5 minutes)

1. "What kinds of skills do you think it takes to be in the NY Philharmonic?" Students will respond. (
2. Let's apply those kinds of skills to our playing here today! I want each of you to listen very closely to one another and keep one eyeball on me!

(30 minutes)

1. Rehearse Eine Kleine Nacht Musique and _____
1. What does a NY Phil harmonic rehearsal look like?
<https://www.youtube.com/watch?v=TYzKu10WhPs&list=PL24F015CA3CDB43E0&index=42>
- 2.

Assessment

“ Thank you so much for a great rehearsal! Lets all applaud ourselves. On your index card, please write what you think it takes to be a musician. You only need to write one or two sentences, but make them thoughtful and creative. You will hand these to me on your way out as your “exit ticket”

Please remember to turn in your permission slips ASAP! Over the next week, please practice your individual parts for our world tour and keep writing in your practice journal. If you can look up the NY Philharmonic online, there are some really amazing videos. I will post some links in my website.

Adjustments:

INstructional materials realte to kids. Idina Menzel, the recent start of “Frozen” will certainly capture their attention. This makes the NY Phil feel more relatable to them.

Advanced students will take leadership roles during rehearsal.



BELL ORCHESTRA GOES TO SEE NY PHILHARMONIC

We have been preparing as professional musicians for our World Tour! Its about time we got out there and watched one of the best orchestras in the world to see what professional musicians do!

The home of the NY Philharmonic is Avery Fischer Hall which is located at

Lincoln Center Plaza in Manhattan.

We will be leaving from Bell Middle School at 8AM next week and take the train into Manhattan. The rehearsal will go from 10:30-12. After, we will have lunch with some of the musicians and you will get to ask them any questions you want to!

You will be asked to write a short, informal reflection on your experience at the Phil after the concert. This is something you can do during the field trip, after lunch.

Please have a parent sign the permission slip and/or sign up to be a chaperone for the trip.

De-tach the bottom portion of this sheet and turn it into Sasha at the next class.

I, _____, give _____, permission to attend an open rehearsal of the NY Philharmonic at Avery Fischer Hall in Manhattan from 8:00am- 2:30p on May 20th, 2014. The cost of this trip is \$15, to be paid by check or cash and given to Sasha Ono before May 15th. Lunch will be provided, but students should bring snacks for the trip. My child is expected to dress in appropriate clothing (comfortable clothing, no jeans or printed t-shirts).

I, _____, would like to be a chaperone on this trip.

World Tour Lesson Plan

Day 6 - Field Trip!

Objective:

Show students an example of a professional orchestra to model how professional musicians work.

1. Students will be able to experience what it is like for professional musicians to work
2. Students will be able to learn appropriate behavior at a concert hall
3. Students will be able to ask well formed questions

Common Core Standards:

NAFME Standards:

MU:Pr6.1.E.8a

MU:Pr6.1.8b

Materials:

Etiquette Sheet

Procedures and emergency phone number sheet

Observation sheet

Index Cards

Audio Recording device

First Aid- Kit

Camera

Programs (to be handed to students by ushers at Avery Fischer Hall)

Opening:

1. Take attendance
2. Assign a buddy to everyone (should be person sitting next to them)
3. Distribute phone numbers to call in case you get lost
4. Emphasize the importance and significance of this trip "Congratulations on being chosen for this incredible experience to observe and meet some of the most successful and talented musicians in the world! We have honor of watching the creation of an amazing performance, so lets see what we can all take away from this experience!"

Procedure:

1. Upon arriving, make instructions very clear before leaving the bus. " Students, you are expected to stay with your buddy at all times and a chaperone or teacher should always be in sight. Please remember to respect other members of the audience and other patrons of the Philharmonic. We are so lucky to be able to come to Lincoln Center! Let's have fun, be safe, and try to take it all in!"
2. Hand out Etiquette and contact sheet.
3. Students will get off the bus and have about 15 minutes to explore Lincoln Center plaza in with their chaperone. Students can take pictures of the fountain, look at the upcoming programs, etc.
4. We will re-group, count all the kids and then enter Avery Fischer Hall. Expectations will be re-iterated before entering.
5. Hand out the observation sheet to all students before the rehearsal. Have them read over the questions, but not write anything down yet.

6. Sit through the NY Phil rehearsal
7. Give students a few minutes to jot down a few thoughts on their observation sheets. " Okay! Take a few minutes to jot down some thoughts while the rehearsal is fresh in your mind and then we will line up. You will have an opportunity to write down more later.
8. Line up students and bring them to the Green Room for lunch with the musicians.
9. Students will get their lunches from the buffet and get a chance to eat with and speak with musicians from the orchestra. (Take lots of pictures!)
10. After lunch, students will be given 10 minutes to write more on their observation sheets.
11. Take a group picture in front of the Lincoln Center Fountain to display in the classroom later.

11. Students will get back on the bus and we will take attendance before leaving.

12. Ask students to hand in observations when they get on the bus.

Assessment

In the last 10 minutes of the bus ride, congratulate students on an excellent job and be excited about their accomplishment! Ask students to reflect on what happened at the rehearsal.

Adjustments:

Those with writing difficulties will be given the observation sheet and can dictate their observations to a chaperone or to the teacher after the performance. They will also be given the opportunity to verbalize their thoughts to professional musicians.

As this is more of an observational lesson, students of all abilities will be able to observe and gain valuable information.

This lesson incorporates speaking and writing. Students will need to formulate intelligent and relevant questions to members of the NY Philharmonic. Students will also be writing down their observations at the rehearsal and then be sharing those observations with the rest of the class.

I will assess my students' understanding by their ability to behave properly, ask intelligent questions, and by their written observations.

Etiquette and Contact Sheet

My Contact info:

Chaperone #1:

Chaperone #2:

Chaperone #3:

Chaperone #4:

Today we have the honor of attending a NY Philharmonic rehearsal. I will be treating all of you as professional musicians and have very high expectations from all of you. I want you to have fun, but know that in order to have fun today we have to be respectful of the hard work musicians are doing. I trust you all! Just to make a few expectations clear, please take a look at this list.

1. **STAY WITH YOUR BUDDY!** At all times! If your buddy has to go to the bathroom, so do you!
2. No talking during the rehearsal - if you have something very important to say, please whisper.
3. Move in small motions. Excessive motion is not appreciated by your neighbors.
4. If you need to get up to use the restroom, inform a teacher and leave your seat **VERY** quietly.
5. The NY Philharmonic does not allow videos or photos to be taken inside the concert hall. They will confiscate your camera/phone if you are caught.
6. **STAY WITH YOUR BUDDY!**

7. Use common sense when speaking with members of the NY Philharmonic. They are very accomplished musicians and not very many people get to talk to them. Thank them for their time.
8. Come to your teacher if anyone gets hurt! Even if you just need a band-aid, let me know ASAP.

In order to respect the other audience members, we will absolutely hold each of you to these expectations.

OBSERVATION AT THE NY PHIL!

Congratulations on your ticket to the NY Philharmonic!

(celebrate in your head and congratulate yourself for 30 seconds)

Remember these questions we asked ourselves?

Am I using a variety of dynamics?
What dynamics am I using?
Am I holding my bow correctly?
How is my bow technique (hold, distribution, placement, pressure, speed) effecting the quality of my tone?
Does my bow distribution make sense?
Am I using vibrato? Is my use of vibrato appropriate for the genre?
How is the accuracy of my shifting?
How is my intonation?

The NY Philharmonic musicians think about this all the time! While you're listening to this rehearsal, think about how their rehearsal is helping them to play together and interpret the music. Think about what you like about the rehearsal and things you might not like about the rehearsal (the best musicians in the world still make mistakes sometimes!)

What I liked:

Ideas for our orchestra:

General Thoughts:

World Tour
Day 7

Objectives: Give students the opportunity to contribute own musical ideas, explore new musical ideas, and engage them in a creative discussion about the many element of interpretation.

1. Show students how interpretation effects the sound of the piece
2. Students will explore their own creativity by conducting and interpreting music anyway they want to
3. Students will see how the techniques we learn can be applied to make any piece unique.

Common Core:

CCSS.ELA-Literacy. SL.8.1

NAFME:

MU:Pr.4.3.E.5a,MU.PR4.3.E.8a

Materials:

SmartBoard

Interpretation Sheet

Extra baton

Chairs

Music Stands

Instruments

Bach Solo Suite no1. Prelude https://www.youtube.com/watch?v=dZn_VBgkPNY

Opening:

1. Have the first Bach Suite for Solo Cello playing as students enter.
2. Students will get their instruments, tune, and sit down to await further instruction.

Procedure:

(5 minutes)

1. "Does anyone know what the piece playing at the beginning of rehearsal was?"

Solo Suite for Cello no.1 by J.S Bach! Bach wrote six suites for solo cello and they are some of the most interested pieces that have ever been written for a number of reasons. The first, is that in the "original" manuscript, there are no tempi, dynamics, or bowings marked! This is because Bach's wife Anna Magdalena was busy with 13 children when she copied down the notes for Bach. So, performers all over the world have had the freedom of solving the mystery of how best to play the Bach Suites for solo cello!! Since we are all professional musicians now, today I am going to give you the task of interpreting music in whatever way you would like. However your interpretation must be backed up by reasoning!"

2. Show orpheus 2 minute video on how they work on interpretation.

(20 minutes)

3. "Okay everyone! Please take out _____ music. We are going to run through the first page with a strict, straight tempo and no dynamics."
4. "How boring was that! Let's change things up. Can someone give me a suggestion? Please ignore all markings on the page for now so we can make up our own interpretation. Let's just experiment!"
5. "Alright, let's all write in our final decisions on what sounds best."

(15 minutes)

6. "Let's now move onto Eine Kleine Nachtmusik. Here, I would like to do something a little different. The first time we run this through, I want to you to do EXTREME dynamics." ** students play**
7. "Great! Now can I have a volunteer guest conductor?"

8. "Okay! We all must respect our guest conductor. Now, guest conductor it is your job to show tempi and dynamics! Make your movements VERY obvious and clear. Please share your interpretation with us. There are no wrong interpretations here."

Assessment:

(10 minutes)

Everyone, please write one thing you learned about interpretation on an index card and pin it up on our interpretation board. Please keep this lesson in mind as you work on your own music!

"Thank you! Please pack up and head to your next class!"

Adjustments:

The interpretation sheet used in this lesson shows graphics that are very easy to understand, even if one has trouble speaking english or reading.

This lesson provides historical context to the Bach Suites which is an excellent topic to discuss when diving into the world of interpretation. The video by Yo-Yo Ma is not only relevant in that he is playing the Bach Suite, but the video is a presentation of what he is imagining when he plays this suite.

This lesson also incorporates informal writing at the very end. Students will need to write one thing they learning about interpretation. By writing this down, they solidify what they have learned. By pinning it up, they are able to see other's thoughts and display their own.

Students who have trouble writing, can come to me and share what they learned. I will then write it down and they will post their index card up.

The stronger players will be able to conduct the orchestra and lead their sections as others conduct. This is no easy task as the leaders will need to anticipate changes and convey these changes to their section immediately.

World Tour

Day 9

Objective: To give students an understanding the impact of music on their lives and others.

To get students to play with purpose

To give students an understanding of other cultures

To give students a new perspective on music.

Common Core

[CCSS.ELA-LITERACY.W.8.10](#)

NAFME Standards:

MU:Pr4.2.8c

Materials:

SmartBoard

Laptop

Simon Bolivar orchestra Danzon no.2 https://www.youtube.com/watch?v=276oR_tEmbs

"How Music Saved Venezuela's Children" video <https://www.youtube.com/watch?v=43tqQhOTCgQ&feature=kp>

El Sistema trailer https://www.youtube.com/watch?v=276oR_tEmbs

Video worksheet

Music Stands

Chairs

Instruments

Index Cards

Opening:

(5 minutes)

Have Simon Bolivar Orchestra video playing "Danzon no.2" in the background as students are getting ready.

Students will get their instruments, tune, and take a seat.

Procedures:

(15 minutes)

1. Today we are going to do something a little bit different. I want you to all know how important music is in this world and how much what you are doing can mean to others and to you! We just listened to
2. Today's video is about a program called "El Sistema". This is a program that started in Venezuela by a man named Jose Antonio Abreu. I'm going to pass a sheet out with just a few questions to make sure you're paying attention. Look over the questions while I set up the video.
3. Hand out the worksheet
4. Play video (9:55)
5. I would like to get some immediate reactions from you!
6. I hope you all got a glimpse on how important music is in our communities! I ill give you three minutes to write any final comment down on your papers and then please pass them forward.

(20 minutes)

7. I would like you all today to take everything we have learned and trust that that technique and knowledge is in your fingers and in your mind. Today I would like you to play with a sound and spirit unique to Bell School Orchestra. I would like you to think about why you play music and think about something you need or want to tell the world. I would like to have a silent 60 seconds for everyone to think about this. When the 60 seconds are up, I will let you know and you will silently take our Eine Kleine Nachtmusik. We will breathe, think, and play as a single unit.

8. Allow 60 seconds of silence.

9. Without saying anything, make eye contact with the orchestra. Put your hands up to ready-playing position and begin Eine Kleine Nachtmusik.
10. Thank you so much for all of your hard work. Take a moment to reflect on what we just played. I have one more video for you. It is the trailer for the "El Sistema" documentary.
11. Play video

Assessment:

(10 minutes)

Instead of telling me right now, I would like you to write down a few of your thoughts. You can write full sentences or just bullet points. I want you to tell me how music has effected your life. It may be that you just have fun in orchestra or that you like listening to music. While you are writing your reflection, I will have just the sound of the Simon Bolivar Orchestra performance on.

Adjustments:

The instructional resources for today's lesson show students close their age from another country, working very hard to play great music because of an immense love for music and art. The students will be able to relate to this orchestra more than they might be able to relate to members of the NY Philharmonic who are all much older.

The videos are also thought provoking and inspirational for any age group and culture, but I think this age group will relate to the videos very well and be able to apply the spirit from the videos into their own playing.

The student who has great difficult writing may use the laptop to write responses to the worksheet and the response to the video.

This lesson incorporates reflective thinking and informal writing skills. Those with learning differences will not be required to answer the many questions on the video response sheet. They will only be required to think and re-iterate how music has effected them. Students will be able to relate El Sistema's experience to their own playing and be able to see how other people their age live in other countries.

Both weaker and stronger players will benefit from this lesson because it is not about technical skill. This lesson is about the spirit that we bring to our playing and showing that there is a purpose for music besides it being nice to listen to.

In my assessment, I will be seeing how much students can focus in our run through and how much spirit they can put into their playing. The written assessment will help me to discover how much music effects or doesn't effect their lives. I will save these written assessments in a binder for future reference.

**How Music Saved Venezuela's Children
Video
Worksheet**

Where did this concert take place?

Who is Gustavo Dudamel?

Who is Noelia Romero?

Why did Jose Antonio Abreu start this program?

Thoughts/reactions to the video:

Sample questions: Did you learn anything new? Why do you think music has impacted their lives so much? How has music impacted your life? How can you make a difference in someone else life through your music?

**World Tour
Day 10**

Performance Day!

Objective: Students will learn how to perform in front of multiple audiences

**Common Core:
CCSS.ELA-Literacy.W.8.10**

**NAFME:
Mu: Pr6.1.8a**

Materials:

**Music
Instruments
Camera
Index Cards**

Opening:

Congratulations! Lets all cheer for finally making it to performance day!

Please get your instrument and line up to get on the bus

Take attendance

Lesson:

- 1. Students will go to the first school, set up, and perform**
- 2. After students get on the bus for the next location, they will need to say what went well and what did not.**
- 3. At the second school, students will be asked to answer questions from the audience about their orchestral experience at Bell.**
- 4. Students will get on the bus and reflect on their second performance**
- 5. At the third school, students will be asked to answer questions from the audience after their performance.**
- 6. Students will get on the bus, take lots of pictures and reflect on the whole day**

Assessment: Upon arriving back in the classroom, students will need to write what they learned from the experience on an index card.

Adjustments:

There aren't many uses of technology required in this part of the lesson. Students of all levels have been taught how to behave and what is expected of them in this performance. Stronger players will carry their sections. Literacy is incorporated by having students reflect on their experience.

Those who have trouble writing, can come and share their experience with me.

Part C: Analysis and Reflection

C1.

I think the lessons were pretty creative but I may have tried to cram too much information into each rehearsal. I planned these lessons on the assumption that most of the students had learned the pieces fairly well before the 10 week period. I think I also could have included a more varied repertoire of music for the student and more physical rehearsal time. I think a music classroom is a great place to attend the varied needs of music students. There is so much detail and possibility in each measure of music that you can challenge the advanced players as well as the less advanced. I also used a lot of peer review and peer leadership in my lessons.

C2. I believe the plan was appropriate for my sized group, though I am not sure because I have not yet put it into practice. I think most concepts were clearly presented but the students probably could have used a warm-up period with scales and arpeggios before diving into the music. Some of the concepts like performing qualities might have been expressed differently to make the qualities clearer to the students.

C3. As I went along, I learned more about how to structure a lesson plan. These are the first lesson plans I have ever created and I real struggled to figure out the best way to structure them on paper. I think most of my lesson plans met the goals I stated in my objectives. Though I think my objectives could be more clearly written out and more specific.

C4. I used Pages and Keynote on my mac to create a lot of the presentations. This turned out to be a huge hassle when I had to convert everything! First I converted everything to Word through Pages which is not so difficult, but the format was jumbled. I also had to convert all my slides and images from KeyNote to PDF then from PDF to JPG. There was no way to convert the slide directly into JPG format. Next time I think I will start by using google docs or some other format. I really like the templates that Pages provides though! I also used youtube a lot to find relevant videos for the lessons.

Using the SmartBoard in the classroom was very useful but I might need to get more creative on how to use technology in a music classroom. I;m hesitatnt to use too much technology when I believe we should really be focusing on playing and performing. Too much technology can become distracting.

C5. I would add a kinesthetic and rhythmic workout to the beginning of each course. Though this is slightly time consuming, I think this type of warm up is necessary to focus the kids and immediately improve their sight reading skills.