

Instructor: Ms.Ono

Grade: 9-12

Class: Chamber Orchestra

Month: October

Upcoming Events: Winter Concert, 2nd playing assessment.

Special Considerations:

Students are at VERY varied levels of skill, maturity, and experience. Students range from NYSSMA levels 2-6, but are motivated by a love for music. The pacing of the lesson should accommodate students varied levels and give students opportunities to work in their sections. Students did not develop good reading habits from an early age and are still compensating for this in their rhythmic and pitch reading.

Overall, students struggle with self-confidence which leads to very quiet playing or quiet speaking.. Sometimes students will struggle with speaking up in class, but overall they consistently are able to overcome this with varied strategies.

The freshmen in this class have a much lower skill level than the rest of the class, but are all eager learners. We have been talking about bow hold and proper instrument set up in lessons. This will be reinforced throughout the rehearsal. This ensemble is still getting comfortable with one another.

Preparation

MONTHLY/UNIT Objectives (1e: Designing Coherent Instruction)

Improve individual and group intonation through aural training, relative pitch, and physical set up.	Increase understanding of ensemble preparation (i.e. listening to the SCORE not just individual parts)
Practice Consistently	Keep track of personal progress through self assessment
Awareness of posture and correct instrument hold.	NYSSMA preparation: Sight-reading and scales

Special Prep/Room Setup	Regular seating moving into sectional seating
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Lesson Objectives (1c: Setting Instructional Outcomes)

Primary Objective	Students will practice as a whole ensemble and then in sectionals to gain an understanding of the piece as a whole and the technical challenges of their individual parts in Nabucco Overture..
Secondary Objective	Students will be able to adjust their individual intonation and recognize when they are out of tune.

Assessment Criteria for Success (1f: Designing Student Assessments)

Previous assessments:	Informal assessment in lessons and initial recording submitted in Google Classroom.
In-class	Peer evaluation and informal teacher evaluation (verbal)
After lesson	Written self evaluation and 2nd playing test

Relevant Skills/Vocabulary/Concepts (1a: Knowledge of Content and Pedagogy; 1b: Knowledge of Students)

Preparing	Subdominant, subtonic, median,
Instructing	N/A
Reinforcing/ Reviewing	Tonic, dominant, leading tone, arpeggio, articulation, scale degrees, resonance, overtone series, up bow, down bow, metronome, tempo, dynamics, phrasing, bow-stroke, tone production, dynamics

Materials/Handouts (1d: Demonstrating Knowledge of Resources)

Handouts	Nabucco Program Notes from Met Opera
Materials	Habits of a Successful Musician, Hallelujah Chorus, Nabucco, New World Symphony, instruments and bows, music stands, Nabucco program notes.
Technology	Computer w/ speakers, Google Classroom, Remind, Youtube recordings

1a: Demonstrating Knowledge of Content and Pedagogy + 1b: Knowledge of Students

Expected Misunderstandings	Solutions
Students may not understand how to balance the sound of the ensemble	Have students give each other feedback on the balance. Give specific technical

	instruction on creating varied dynamics.
Students may not be able to differentiate between individual and group intonation	Explanation and demonstration of varied intonation. Have orchestra members tune to one section holding the drone note (holding the tonic or dominant)

Lesson (1a: Demonstrating Knowledge of Content and Pedagogy)

Types of activities:

- a) **Pitch Reading**
- b) **Rhythm Reading**
- c) *Exercises from the book*
- d) *Songs*
- e) *Listening*
- f) *Student Engagement/Getting to Know You*
- g) *Re-focusing activity*
- h) *Stretching/Physical Movement*
- i) **Ensemble Playing Skills**
- j) **Music History**
- k) **Posture/Instrument set up/Physical set up**
- l) **Interdisciplinary Connections**
- m) *Incentive based games*

Timing	Activity and guiding questions	Assessment (1f)
7:45-7:50	Tuning Instruments	
7:50-7:55	Sound and intonation exercises: From book and away from the book	
7:55-8:05	Play through sections of Nabucco Overture Discuss: What do we know about Puccini and Nabucco? How can this inform our playing and interpretation of this piece? Play through a small section	
8:05-8:15	What does your section need to work on? What techniques will you use to improve?	

	Be specific about your goals for the next 10 minutes. Work with your stand partner on that section.	
8:15-8:20	Reflection: Were you able to achieve your goals? Why or why not? What are the next steps for the next class?	
8:20-8:25	Play together as a large ensemble	
8:25a	Pack up instruments	

National Arts Standards

MU.PR.4.PE.Hs intermediate

a. Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble

MU.CN.10.PE.Hs intermediate

a. Identify and explain the roles and impact music plays in one's life and the lives of others.

b. Explain reasons for selecting music citing connections to interest, purpose, and context

NYS Arts Standards

Standard 1- Music - Commencement:

- use common symbols (notation) to perform music on recreational instruments (c)

Resources:

ASTA Curriculum

Ivan Galamian: Principles of Violin Playing & Teaching

Habits of a Successful Musician: Orchestra

Google Classroom

Youtube

MetOpera.org