

Lesson Plan: ORCHESTRA WINDS BASICS REVIEW

Teacher's Name: Mariano Dugatkin
Unit: Woodwinds and Brass Foundations
Lesson 2 of 12
Topic: Flute, Clarinet, Trumpet, and Trombone basics

Date: October 16, 2018
Content Area: Instrumental Music
Grade Level: 3rd grade
Class duration: 45 minutes

CA Content Standards Addressed

- 2.1 Sing/play with accuracy in a developmentally appropriate range.
- 4.1 Select and use specific criteria in making judgments about the quality of a musical performance

ELD Standards Addressed

A. Collaborative

- 1) Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.

B. Interpretive

- 5) Listening actively to spoken English in a range of social and academic context

Objectives:

- Students will be able to perform a sustained sound on the mouthpiece or head joint of their instrument with 80% accuracy
- Students will apply the expected posture when performing their instrument with 80% accuracy
- Students will perform breathing and blowing techniques on their instrument with 80% accuracy

Instructional Materials:

- 1 Flute/Clarinet/Trumpet/Trombone per student
- 1 Flute, 1 Clarinet, 1 trumpet, and 1 trombone for the teacher
- Black/whiteboard with chalk/markers

Agenda:

1. Review:
 - How to hold the instrument cases
 - How to open the instrument cases
 - Parts of the instruments for flute and clarinet
2. Distribute the instruments
3. Sitting posture and breathing technique
4. Embouchure: what it is, how to make a proper one for each instrument, and its spelling
5. Blowing and buzzing into a mouthpiece

Learning Objectives for Academic Language	Students will review and develop academic language including the following terms: Embouchure; buzzing; parts of the flute: head joint, tone hole, body, keys, and foot joint; parts of the clarinet: reed, mouthpiece, ligature, barrel, upper joint, keys, lower joint, bell; some parts of the trumpet: mouthpiece, valves, finger hook, tuning slide, water key, and bell; some of the trombone parts: mouthpiece, slide, slide lock, water key, tuning slide, and bell
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<p>Prerequisite Knowledge and Skills</p>	<ul style="list-style-type: none"> • This lesson is the second one of the Unit. Students will be reminded about the classroom rules and the proper behavioral expectations • How to hold and open their instrument cases • Parts of the trumpet and trombone 	
<p>Sequence of Activities</p>	<p style="text-align: center;">Teacher Actions</p> <p>1-Takes attendance, directs students to put their name tags on their music stands, and collects "Remind App" tear-offs</p> <p>3-Reviews class rules and expected behavior</p> <p>4- Reviews and demonstrates how to hold and open the instrument cases properly</p> <p>5-Calls for a couple of students to volunteer and demonstrate for the trumpet and trombone, on how to hold and open the instrument cases properly</p> <p>7- Reviews the names for the different parts of the four instruments</p> <p>8-Leads a short game to see which section remembers more parts of these four instruments.</p> <p>10- Distributes the previously assigned instruments and directs students to quietly place the close cases on the floor, on their right side next to their chair</p> <p>12-Explains why good sitting posture is crucial for their blowing technique, demonstrates, and directs students to sit in the demonstrated way</p> <p>14- Explains and demonstrates proper breathing technique, proper sitting and posture for playing the trumpet and trombone in a sitting position</p> <p>15-Walks around the class to assist students that require extra prompting and or redirection. (Informal assessment)</p> <p>16-Explains what embouchure is, demonstrates why it is needed, how to form a proper embouchure, and how to spell the word. Directs students to repeat the spelling</p>	<p style="text-align: center;">Students Actions</p> <p>2-Put their name tags on their music stands, and turn in the tear-offs as the teacher calls their name</p> <p>6-Students volunteer demonstrates how to hold and open the instrument cases properly (trumpet and trombone)</p> <p>9-Students engage in the game</p> <p>11-Students grab their instruments and place their cases on their floor next to them</p> <p>13-Students sit in the indicated way showing good posture</p> <p>15- Whole class participates on the breathing technique exercise while they practice their sitting posture as well.</p> <p>17-Whole class spell <i>Embouchure</i> out loud</p>

	<p>18- Directs the clarinet students to take out from their instrument cases their mouthpieces and barrels, flute students to take out the head joints, and trumpets and trombones their mouthpieces</p> <p>20- Demonstrates how to assemble the clarinet mouthpiece with its barrel, and directs clarinet students to do the same. (Small group instruction)</p> <p>21-Assists clarinet students</p> <p>22-Puts the reeds on the clarinet mouthpieces, (previously soaked in water)</p> <p>23- Reminds and demonstrates to students of proper embouchure for each instrument. Teacher reviews the <i>buzz</i> term and buzzes into the trumpet and trombone mouthpieces as well as blows into the clarinet mouthpiece and barrel, and the flute head joint, pointing out the desired sound for each instrument.</p> <p>25-Directs students to buzz and blow into their mouthpieces and head joints to produce the characteristic desired sound.</p> <p>26- Walks around the class to assist students that require extra prompting and or redirection.</p> <p>27- Once students have been able to produce a characteristic sound, teacher engages them in a call and response rhythm activity working on basic articulation</p> <p>29-Demonstrates cleaning procedures for each instrument, and directs students to clean their own</p> <p>28-Demonstrates how to pack-up each instrument, and directs students to do the same</p> <p>30-Dismisses the class</p>	<p>19-Take the mouthpieces, barrels, and head joints</p> <p>21-Clarinet students copy and follow the teacher's modeling to assemble the clarinet's mouthpiece with its barrel</p> <p>26-Students blow and buzz into their mouthpieces (and clarinet barrel), and head joints to produce each instrument's characteristic sound</p> <p>28- Engage in the call and response rhythm activity with their mouthpieces and head joints</p> <p>27-Students do as directed</p> <p>29-Students pack-up their instruments and materials (folder, name tags, etc)</p>
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<p>Differentiated Instruction</p>	<ul style="list-style-type: none"> -Teacher will provide small group instruction to students in need of extra guidance and constant prompting -Teacher will pair up students that require extra assistance with students that are able to help and provide scaffolding to them, motivating student's participation and cooperation -Aural learners would be addressed by the teacher's sound modeling, oral explanations, and class discussions -Visual learners would be addressed by the teacher's and classmates' demonstrations. -Kinesthetic learners would be addressed by the manipulating the parts of the instruments and blowing it -ELD students will be benefit from class instruction and group interaction
<p>Evaluation</p>	<ul style="list-style-type: none"> -Constant informal assessment -Teacher will walk around the classroom, observing, supervising, and providing scaffolding to students who might need it -Teacher will give positive feedback and constructive criticism to the group and on an individual basis as needed