Lesson Plan Format for an Ensemble Rehearsal

2014 Music National Standards:
Creating (Plan & Make)
Performing (Analyze)
Responding (Analyze)

Teacher/Conductor’s Name: Madison Deal

Rehearsal   1 ☑  2 ☑  3 ☑

Prior Knowledge/Skills (What do already know and can do?):
Students already know solfege pattern. All songs have already been introduced to students.

Rehearsal Objective (What will your student’s be able to do as a result of this rehearsal with you?)
Students will be able to sing correct rhythms during rehearsed sections in “God Only Knows”, “Drift Away”, and “Here Comes the Sun”.

Assessment of the Rehearsal (How will you know if your students can do what they need to?)
Teacher will visually and aurally assess students clapping, stomping, and singing. Teacher will facilitate a class dialogue during the analyzation of “Drift Away”.

Relevant Contextual Factors:
15 students, 10 of which are in band and/or orchestra
40 minute period, right after lunch
5 days/week

Modifications/Accommodations needed:
None

Instructional materials, resources, & Technology:
Laptop, projector, speaker

Personal Improvement Objective:
Continue growth in leading activities that are not rehearsal based

Rehearsal Plan (A step by step plan for the rehearsal - with timing - that leads to your objective.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Purpose of Activity</th>
<th>Sequence</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5min</td>
<td>Warm Up</td>
<td>Students will warm up their bodies and voices. Students will focus on vowel shape and good tone production.</td>
<td>*8-I hand/foot shake *Scrunch/release *Zing-ah *Sha-ha-ha *Vowels/actions</td>
<td>Teacher will visually and aurally assess students</td>
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<tr>
<td>2min</td>
<td>V7-I Warm Up</td>
<td>Students will listen and tune the V7 chord before resolving to I.</td>
<td>S: Ti-Do A: Re-Mi T: Fa-Sol B: Sol- Do *Hold/resolve *Analyze</td>
<td>Teacher will aurally assess students</td>
</tr>
<tr>
<td>5min</td>
<td>God Only Knows- Warm Up</td>
<td>Students will perform polyphonic section with warm up created in previous lesson.</td>
<td>*What is polyphony? *Which measures are polyphonic? *What changes as it progresses?</td>
<td>Teacher will visually and aurally assess students.</td>
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<tr>
<td>5min</td>
<td>Drift</td>
<td>Students will analyze</td>
<td>*Analyze individually</td>
<td>Teacher will aurally assess</td>
</tr>
</tbody>
</table>
| 15min | Drift Away-Rehearsal | **“Drift Away”** and order most difficult rehearsal spots. | *List most difficult sections*  
*Create ensemble list on board* | students. Students will participate in class dialogue. |

| 5min  | Here Comes the Sun | 15min | Drift Away-Rehearsal | Students will accurately speak and sing rhythms correctly. | *Stomp on beat (ATB- m. 8)*  
*Speak then sing*  
*Which section is similar?*  
*Speak rhythm- pickups m. 62* | Teacher will aurally assess students. |

| 5min  | Here Comes the Sun | **“Drift Away”** and order most difficult rehearsal spots. | *List most difficult sections*  
*Create ensemble list on board* | students. Students will participate in class dialogue. |

| 5min  | Here Comes the Sun | Students will learn the clapping rhythm during the bridge. | *Clap all 8th notes and speak*  
*Clap all 8th notes and sing*  
*Sing and only clap the rhythm that’s written* | Teacher will visually and aurally assess students. |