

George Mason University

Instrumental Music Lesson Plan

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Subject & Level: 6th Grade Clarinets

School: Sunrise Valley Elementary School

<ul style="list-style-type: none"> ▪ Activity or Title of Music ▪ Estimated Start/End Times ▪ Standard(s) ▪ Assessment & Mastery 	Procedure (SW/TW)
<p><u>Karate Warm Up G Minor</u></p> <p>Long Tones A -Note Duration -Tone quality -Tempo</p> <p>Mini-Scale -Breathing -Tonguing -Rhythms</p>	<p>Long Tones A TW remind students to use B natural fingering SW play long tones A</p> <p>Mini Scale TW encourage students to wait as long as possible to breathe SW play mini scale</p>
<p><u>Rhythm of the day</u> -Correct counting and parentheses -Tonguing -Playing two measures in 1 breath</p>	<p>SW write in counts to the rhythm of the day on the board using parentheses around numbers to show sustained notes and rests (2 Student volunteers) SW clap the rhythm using gestures to show rests and note duration SW play the rhythm on low A</p>
<p><u>Homework Review p.22</u></p> <p>85. Warm up -Slurs -Low A and G fingerings -Half-Quarter rhythm</p> <p>86. Full of Hot Air -B natural fingering -Dynamics -Breath marks -Fermata</p>	<p>85. Warm up TW remind students of Bb fingering SW finger Bb, then A, then G while teacher checks SW play 85 SW sing from the breath mark to the end (if rhythm needs work)</p> <p>86. Full of Hot Air TW ask students what the dynamics are TW remind students of B natural instead of flat SW play 86 TW exaggerate fermata and repeat last two measures if students forget to hold note</p>

<p>87. Danza Giovanni -Accents -Breathing -Fluency of low fingerings</p>	<p>87. Danza Giovanni TW remind students of accents SW play [1-4] of 87 SW play [5-8] of 87 SW play all of 87 IF pacing is good, we may play it at a faster tempo</p>
<p><u>New Method Book Songs</u> 92. Look Sharp -F# Fingering -Carrying Accidentals</p> <p>93. Aura Lee -Key Signature -Slurs -Dynamics</p> <p>98. Go for Excellence -Articulations (slurs and accents)</p>	<p>92. Look Sharp SW finger F# (orange box) SW play [1-2] TW explain that accidentals carry through the measure SW play [3-4] SW play [5-6] same as 1-2 TW show “rocking” motion from F# to A using the analogy of drinking from a mug SW play [7-8] SW play all of 92 with no repeat</p> <p>93. Aura Lee TW introduce/review key signature by drawing on the board and showing that everything in the beginning is a rule TW remind students of the slurs SW play [1-2] TW remind students of the rocking motion for E to A SW play [3-4] TW remind students that 1st and 2nd half are identical SW play all of 93</p> <p>98. Go for Excellence TW sing song to help students recognize melody SW check key signature for sharps/flats SW play [1-2] SW play [3-4] stopping at the breathe mark SW play the from the breath mark as a pickup to [5-6] SW play [7-8] SW play all of [98]</p>
<p><u>Winter Songs</u></p>	<p>TW ask students if anyone wants melody on Up on the Housetop TW assign parts evenly with each student getting one melody and one harmony part</p>

Up on the Housetop

- Tempo
- Counting rests
- Rhythmic Accuracy for ensemble

Winter Wonderland

- Bb, B natural, C fingerings
- Tempo
- Note Duration

Up on the Housetop

SW play through Up on the Housetop in 4 measure chunks
TW point out the difference in parts at A and rehearse those measures separately to help with counting

Winter Wonderland

SW play from beginning until 4 after F (teacher will cut off)
SW rehearse four measures at F slowly, then pickup tempo
SW play F to the end