

4/4/19

Saline Middle 6A1 and 6A2

The theme of the day, b flats and articulations (martele, down down)

Objectives:

1. Students will warm up with good posture to set up success for playing new material with a clear, confident tone
2. Students will identify the difference between D major and D minor scale and play a D minor scale with good intonation and attention to bow strokes
3. Students will play tango from string explorer to gain comfort reading music with b flats
4. Students will play 19-25 in Terra Nova with good rhythm and intonation
5. Students will understand expectations in the new virtuoso assignment
6. Students will play 1-31 in Rustic dance, observing b flats and playing with articulations

Sequence:

1. Welcome to class
 - a. Music as they come in for 2nd class
 - b. Introduce Dr. Hopkins
 - c. Talk through the agenda on the board, make sure students have everything they need for the day
2. Tuning
 - a. Drone sequence
3. Warm-ups
 - a. Introduce a code word for standing up, students will create. Lay out expectations for good posture and being ready to stand at any moment in the class. In the first class, this should help engage them more, in the second class, this should help focus them in.
 - b. Cellos/basses hug your instruments, violins/violas cross the left hand, arms out wide, center in, check for wrists/elbows.
 - c. Check bow holds.
 - d. Open string rhythms from Rustic Dance
 - e. D Major vs D Minor talk - day 2
 - i. Point out visuals, go through reminders
 - ii. Add in Rustic Dance rhythms
4. String Explorer
 - a. Tango
 - i. Just a brief overview, get a few measures so they have some B flat reading comfort before Terra Nova
 - ii. Sequence: say rhythm, say note names, pluck, air bow, play.
 - b. Terra Nova
 - i. Review what homework assignment was
 - ii. Starting new section, 19-25, chunking small phrases, rhythm to note names to plucking. Add bow after we get everything plucking
 - iii. Go over the homework assignment
5. Virtuoso Project explanation
 - a. Hand out the new assignment and do a brief overview

6. Composition Returns

- a. Hand back compositions, talk through positive feedback and next steps
- b. 5-10 minutes to practice your composition (specific time will be given), performances on Monday

7. Rustic Dance

- a. Rustic Dance preparation sheet: Violins/viola class only
- b. 28-33 for rhythm
- c. 17 for bow stroke
- d. Beginning for bow stroke - discussion of the word vigor
- e. Run through 1-31

Possible Classroom management strategies:

- 1. Competition between sections to get ready
- 2. Pointing out students that are doing right thing
- 3. Using clapping or bows to get attention
- 4. Marking on board every time the orchestra is too chatty/unfocused to start
- 5. Moving around next to students