Emily Long

Lesson Plan for English Folk Song Suite

Junior/Senior Band

**Standards**

MU:Pr4.3.E.IIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers’ technical skill to connect with the audience.

MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

**Objectives**

Focus on transitions between sections

-Rehearse the changes of style and tempo

Dynamics

-Put a focus on balance when getting louder

-Balance between melody and harmony

Vocabulary: Balance, tempo, harmony

**Learning Activities**

Begin the piece by playing through the transition sections

-Ask the students what parts of the transitions they are struggling with

-Ask what aspects they can improve on

Conduct through sections with various dynamics

-Ensure they are watching the conductor by making dramatic dynamic shifts

-Have student conductors come up to conduct just dynamics

-Make sure the students are playing whatever dynamics the conductors are showing

Discuss the pyramid balance approach

-Bass voices on the bottom/the most sound

-Alto and tenor voices in the middle/ just less than the bass

-Soprano voices on top/ the least sound

Practice multiple chords throughout the piece

-Have volunteers come to the front of the room and listen for proper balance and describe to the rest of the ensemble what the sound is like

**Assessment**

Students will receive credit if they are displaying proper positive rehearsal contributions such as answering questions.

Proper playing proficiency and growth must be displayed in the rehearsal through correct notes, improvement objectives, and desire for development

**Reflection**

The students will be able to properly identify the addressed vocabulary and display, through performance, the learning objectives addressed in this lesson.