

Instrumental Performance-Based Unit Plan

Senior Band Spring Concert

| Lesson | Topic | Objectives | Materials | Activities | Assessment |
|--------|-------------------------------------|---|--------------------------------------|--|---|
| #1 | Sight-reading | Given demonstration, discussion, performing rhythmic patterns; plus guided practice in sizzling, the students demonstrate ability to sight-read rhythmic patterns. | Song and Dance by Richard L. Saucedo | <ul style="list-style-type: none"> - sizzle beginning to the end - sight read (play) Song and Dance start to finish. - difficult sections can be read at a slower tempo | Sight-reading quiz (related/similar to the repertoire.) |
| #2 | Rhythm, Meter & Tempo | Given discussion, group practice, the student will perform rhythms correctly with steady tempo as demonstrated by section playing tests. | Song and Dance by Richard L. Saucedo | <ul style="list-style-type: none"> - externalize beat (stomping, clapping) - verbalizing beat hierarchy - listening/playing | Individual section performance of particular passage. |
| #3 | Cultural & Historical Context | Given lecture, independent research the student will connect between Song and Dance and cultural / historical context as demonstrated by writing a one paragraph summary about piece. | Song and Dance by Richard L. Saucedo | <ul style="list-style-type: none"> - story time <ul style="list-style-type: none"> - composer - song and dance - style - additional research to be done as homework - write summary paragraph | One paragraph program summary to be completed for homework. (One will be featured in the concert program) |
| #4 | Phrasing, Articulation and Dynamics | Given a discussion, demonstration on group performance, the student will play expressively using phrasing articulation and dynamics as demonstrated by a small group playing test. | Song and Dance by Richard L. Saucedo | <ul style="list-style-type: none"> - have participants play specific passages, strategizing improvement on each repetition. -speak/sing specific passages | Optional: Small group playing test OR Informal Large Ensemble Assessment |
| #5 | Balance & Tuning | Given discussion, board illustrations, group discussion, the student will be able to balance and tune their part with rest of their section and ensemble as demonstrated by a section playing test. | Song and Dance by Richard L. Saucedo | <ul style="list-style-type: none"> -chord building -section listening -identifying sharp/flat through listening exercises (good) | <u>Optional</u> 1. Small group playing test 2. Informal Large Ensemble Assessment |

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| #6 | Performance Preparation, Concert Logistics & Expectations | Given discussion of concert expectations, practice of performance preparation, the student will perform effectively and professionally as demonstrated at dress rehearsal. | Check list of criteria Concert rules Calendar | Performance Preparation - strategies to combat stage fright (workshop?) Concert Logistics - setting up stage - technical elements (lighting, programs...) Expectations - arrival time, black folder, performance attire | Student-generated check-list of concert expectations. Student ambassadors check criteria for concert. (Could include performance attire, punctuality, bringing music...) |
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<http://www.jwpepper.com/sheet-music/search.jsp?keywords=song+and+dance>

INQUIRY WORKSHOP PROPOSAL

| Categories | How to make it happen. |
|---|---|
| Group Members | Jocelyn Liu, Han-Ah Park, Jordan Dyke, Alex Mitchell |
| Presentation Date videotaped by _____ | January 22nd, 2pm Videotaped by : |
| Summary | |
| Materials | Song and Dance by Richard L. Saucedo, score and parts Check list Concert rules Calendar |
| Objectives | Given discussion of concert expectations, practice of performance preparation, the student will perform as an ensemble effectively and professionally as demonstrated at the dress rehearsal. |
| Activities (didactic + interactive) | Performance Preparation - strategies to combat stage fright Concert Logistics - setting up the stage - technical elements (lighting, programs...) Expectations - arrival time, black folder, performance attire |
| References (4-6) | Check some literature/resources ; eg. 1) Klickstein's book: Musician's Way: Guidance to Practice, Performance, Wellness 2) Maisel's bk: Performance Anxiety; 3) Kenny & Osborne : Musical Performance Anxiety (see pdf file) |