

## Lesson Plan Template

**Name:** Thomas Burns  
**Date:** January 31st 2025  
**Grade:** Middle School  
**Homeroom Teacher (if elementary school):**

**Unit Title:** Ensemble Development  
**Lesson Title:** Part Independence  
**Lesson #:** 1  
**Time:** 50 minutes

**Unit Objective:**

Students will be able to build musicianship that will lead to an understanding of playing as a musical ensemble

**Lesson Objective:**

Students will learn to play as an ensemble and learn to part independence

**Essential Learning Outcomes (ELOs):**

Which of the following ELOs will students develop through this lesson?

1. Critical and creative thinking
2. Quantitative literacy
3. Information literacy
4. Written and oral communication
5. Integrative and applied learning
6. Inquiry and analysis
7. Program competency
8. Creative problem solving
9. Teamwork
10. Civic knowledge and engagement
11. Intercultural knowledge and competence
12. Ethical reasoning and action
13. Foundations and skills for lifelong learning

**National Core Arts Standards:**

What standards will this lesson support?

- 1.) Select, analyze, and interpret artistic work for presentation. Identify basic strategies musicians use to practice and employ them in readying a musical work for performance. (N.M.P.04)
- 2.) Convey meaning through the presentation of artistic work. Match a musical performance with expressed intent (e.g., wanting the audience to identify with an emotion). (N.M.P.06)

**Assessment:**

How will you measure enduring understanding? What tools will you use?

**General Description:**

Students will be able to play as an ensemble by learning to play the piece “Night Fury”. By learning this piece students will develop proper dynamics, articulation and blending that is appropriate for the music and the environment they are playing in.

**Materials:**

List all the materials that you will need for this lesson:

- Appropriate Instruments
- Music Stands
- Pencils
- Reeds(if needed)
- Valve Oil(If needed)
- Printed music(Night Fury)

Content	Timing
<p><u>Introduction</u></p> <ul style="list-style-type: none"> <li>● First I will take attendance</li> <li>● Then I will review classroom expectations</li> <li>● I will finish the introduction by going over everything we need to accomplish in the class</li> </ul>	
<p><u>Block 1</u></p> <p><b>Night Fury Part 1:</b></p> <ul style="list-style-type: none"> <li>● First, as an ensemble, we will try to play through measures 1-6.</li> <li>● From there I will run the rehearsal by splitting the ensemble into two parts               <ul style="list-style-type: none"> <li>○ Part one includes Flute 1, Clarinet 1, Alto Sax, Trumpet 1,</li> <li>○ Part two includes everyone else in the ensemble</li> <li>○ We then will play it all together</li> </ul> </li> <li>● Once all students play their parts together we will add the dynamics measure 5.</li> </ul> <p><b>Night Fury Part 2:</b></p> <ul style="list-style-type: none"> <li>● I will introduce the <math>\frac{3}{4}</math> section to the ensemble. This part however pertains specifically to the percussion section. The winds however will count out</li> </ul>	
<p>Content Modification</p> <ul style="list-style-type: none"> <li>● If students are struggling to do the dynamics then we will work on it by section</li> <li>● If students are struggling to do the dynamic contrast we will have them play loudly and then quietly. To show them the difference in ranges</li> </ul>	

<p>Content Extension</p> <ul style="list-style-type: none"> <li>● If students are getting through this section quickly I will work on ensemble blending</li> <li>● If students are getting this faster than expected then I will move onto the next section.</li> </ul>	
<p><u>Block 2</u></p> <p><b>Night Fury Part 3:</b></p> <ul style="list-style-type: none"> <li>● First, as an ensemble, we will try to play through measures 11-19.</li> <li>● From there I will run the rehearsal by splitting the ensemble into two parts <ul style="list-style-type: none"> <li>○ Part one includes Low Brass, Baritone Sax, and Bass Clarinet</li> <li>○ Part two includes everyone else in the ensemble</li> <li>○ We then will play it all together</li> </ul> </li> </ul> <p><b>Night Fury Part 4:</b></p> <ul style="list-style-type: none"> <li>● First, as an ensemble, we will try to play through measures 19-29.</li> <li>● From there I will run the rehearsal by splitting the ensemble into two parts <ul style="list-style-type: none"> <li>○ Part one includes Low Brass, Baritone Sax, and Bass Clarinet</li> <li>○ Part two includes everyone else in the ensemble</li> <li>○ We then will play it all together</li> </ul> </li> </ul>	
<p>Content Modification</p> <ul style="list-style-type: none"> <li>● If low voices are struggling with their part the whole ensemble will clap out the rhythm. After all students are able to clap it, the whole ensemble will play it on a concert F.</li> <li>● If the upper voices are struggling with their part we will clap out the rhythms and then play them on a concert F</li> </ul>	
<p>Content Extension</p> <ul style="list-style-type: none"> <li>● If students are playing their parts confidently and accurately we will add appropriate dynamics to the section</li> <li>● If students are getting through this section faster than expected then we will work on ensemble blending</li> </ul>	
<p><u>Block 3</u></p> <p><b>Night Fury Part 5:</b></p> <ul style="list-style-type: none"> <li>● First, as an ensemble, we will try to play through measures 29-37.</li> <li>● From there I will run the rehearsal by splitting the ensemble into two parts <ul style="list-style-type: none"> <li>○ Part one includes Low Brass, Baritone Sax, Tenor Sax, Trumpet 2, Clarinet 2, and Bass Clarinet</li> <li>○ Part two includes everyone else in the ensemble</li> <li>○ We then will play it all together</li> </ul> </li> </ul> <p><b>Night Fury Part 6:</b></p> <ul style="list-style-type: none"> <li>● First, as an ensemble, we will try to play through measures 37-43.</li> <li>● From there I will run the rehearsal by splitting the ensemble into two parts</li> </ul>	

<ul style="list-style-type: none"> <li>○ Part one includes Low Brass, Baritone Sax, Tenor Sax, Trumpet 2, Clarinet 2, and Bass Clarinet</li> <li>○ Part two includes everyone else in the ensemble</li> <li>○ We will then review and practice the trilling parts with the upper woodwinds</li> <li>○ We then will play it all together</li> </ul>	
<p>Content Modification</p> <ul style="list-style-type: none"> <li>● If students are struggling we will slow down</li> <li>● If students we will play each different part together as a class. We will clap it out and then play it.</li> </ul>	
<p>Content Extension</p> <ul style="list-style-type: none"> <li>● If students are playing their parts confidently and accurately we will add appropriate dynamics to the section</li> <li>● If students are getting through this section faster than expected then we will work on ensemble blending</li> </ul>	
<p><u>Block 4</u>  <b>Night Fury Part 7:</b></p> <ul style="list-style-type: none"> <li>● First, as an ensemble, we will try to play through measures 47-End.</li> <li>● From there I will run the rehearsal by splitting the ensemble into two parts <ul style="list-style-type: none"> <li>○ Group 1 Lower Voices</li> <li>○ Group 2 Everyone else</li> </ul> </li> <li>●</li> </ul>	
<p>Content Modification</p> <ul style="list-style-type: none"> <li>● If students are struggling we will take the section in smaller parts. This part is similar to the beginning</li> </ul>	
<p>Content Extension</p> <ul style="list-style-type: none"> <li>● If students are playing their parts confidently and accurately we will add appropriate dynamics to the section</li> <li>● If students are getting through this section faster than expected then we will work on ensemble blending</li> <li>● We will work on transitioning between phrases and do a full run through.</li> </ul>	
<p><b>5-minute warning to clean up</b></p>	
<p>Clean up</p>	
<p><b><u>Exit ticket (optional):</u></b></p> <p>Very short assessment of what the students learned from this lesson. Could be a class discussion/Q&amp;A; two question “quiz” on content, if appropriate; anything that gives you a sense for what your students internalized that day.</p>	
<p><b>Assessment of students as a group (How did they do today?):</b></p>	

<b>Self-assessment (How did I do today?):</b>	
<b>Plans for next lesson:</b>  What is the next lesson in this sequence/in this unit (1-2 sentence description)?	