


Rehearsal Episode Plan

Time	Detailed Procedures / Teaching Strategies / Planned Statements / Anticipated Outcomes
0:00 – 4:00	<p>Warm-up: (Concepts: tone quality, balance, blend, intonation, technique. Relate to rehearsal.)</p> <p>Concert Bb major scale (don't repeat top) on cues. Check for balance, blend, etc. Concert Eb major scale (don't repeat top) on rhythm @ 80 bpm: </p> <p>Tune to clarinet A for WW, Bb for brass + all</p> <p>Overall student achievement goals: pitch matching; rhythmic agreement; balance, blend, intonation, etc. always too</p>
4:00 – 18:00	<p>Selection #1: Jefferson County Overture (O'Reilly) (individual & ensemble concepts – specific & detailed) Sections to be rehearsed (include objective, conceptual focus, anticipated student difficulties, and whole-part-whole sequence):</p> <p>Talk through piece – point out repeats, DS al Coda (to m. 11) Run whole piece</p> <p>Work slurs vs. accents WW: m. 2 vs. 3 Brass: m. 47-49 vs. 22-23</p> <p>Flute intonation @ m. 32 (solo + divisi)?</p> <p>Transitions m. 32-39 (rit into Adagio) m. 53-57/11 (rit into Allegro on DS al Coda)</p> <p>Coda – get it solid, match articulations, last note</p> <p>Any questions?</p> <p>Play whole piece once more.</p> <p>Overall student achievement goals: similarity of articulation, note lengths; intonation; roadmap following</p>
18:00 – 20:00	<p>Ending Statements: (closure – leads to tomorrow's activities and questions for pondering)</p> <p>Great job.</p> <p>We learned (or <i>reviewed</i>, rather) how a DS al Coda works and discovered the difference between slurred and articulated/accented notes in the same passages.</p> <p>Now that we have been able to read this piece, tomorrow we will work on it a bit more but introduce a new piece, a much longer piece, that works on some of these same concepts, but it based on a tune with which I think you'll be familiar!</p>