

Rehearsal Episode 2 Plan

Time	Detailed Procedures / Teaching Strategies / Planned Statements / Anticipated Outcomes
0:00 – 4:00	<p>Review of Jefferson County Overture (O’Reilly):</p> <p>Run piece so students can refresh memories. Stop if necessary to fix glaring problems.</p> <p>Overall student achievement goals: pitch matching; rhythmic agreement; balance, blend, intonation, etc. always too</p>
4:00 – 11:00	<p>Activity #1: (National Standard #3: Improvising melodies, variations, and accompaniments.)</p> <p>Pass out handouts. Have students play 8 measures, repeating endlessly. Whole ensemble play through C minor scale that appears at the beginning of their page.</p> <p>Number off by 1s and 2s. 1s play written, 2s improv. Switch each repeat. Practice using notes from that C minor scale.</p> <p>Then, take 1 or 2 volunteers to play by selves, with rest of ensemble playing accomp softly.</p> <p>Put in context – all play at m. 18. Upper WWs only play mm. 24-25, brass/low WW play all. Take 1 or 2 volunteers for solos here, using same scale. Make sure to watch me still!</p> <p>Overall student achievement goals: ability to think outside “box” of notation, creativity of melodies, following form</p>
11:00 – 18:00	<p>Activity #2: (National Standard #6: Listening to, analyzing, and describing music.)</p> <p>Review briefly the form of a march (Intro, First Strain, Second Strain, Trio, Final Strain, Coda). Remember that there is also, occasionally, a dogfight between the WW and brass, and often a lyrical last strain.</p> <p>Look at your music. We’re going to play this piece one section at a time, and I want you to think about what parts of a march this is like.</p> <p>Hoping to hear: Intro, First Strain, Second Strain, Trio (also like dogfight), Fourth Strain (also like lyrical last strain), repeat back to beginning (like Final Strain), Coda.</p> <p>This is important because overtures are often written to act like light marches to open a program with. In fact, it is partially for this reason that we will be starting our next concert with this piece!</p> <p>Overall student achievement goals: recollection of “previous information,” recognizing form, labeling as such</p>
18:00 – 20:00	<p>Ending Statements: (closure – leads to tomorrow’s activities and questions for pondering)</p> <p>Run whole piece once more – remember unifying elements, play with style.</p>