

Lesson Plan: Secondary Band Peer Teaching  
*Jeanie*

**Goals:**

1. SWBAT play phrases as notated, observing and accurately executing various related skills.
  2. SWBAT perform a piece with prescribed expressions of tempo (fermatas, ritardando, etc.)
  3. SWBAT Perform musical selections involving independent rhythmic entrances and melodic lines correctly.
- \*Goals 2 and 3 may be more long-term – will be worked on and assessed as time permits

**Strategies:**

1. Accomplish Goal #1 by paying special attention to slurs, breath marks, and tied notes while rehearsing excerpts from the piece
2. Accomplish Goal #2 by encouraging students to follow and correctly interpret expressions as indicated by conductor's gesture.
3. Accomplish Goal #3 by performing such contrapuntal excerpts, stressing an understanding of their inter- and intra-connected nature.

**Procedures:**

**Goal #1**

1. Perform mm. 1-34 of *Jeanie*
2. Run section of *Jeanie* from mm. 18-26.
  - a. Play through section once, with full band, as written
  - b. Attention to Fls., Cls., A. Sax., and Hn. parts: have those instruments play soli
  - c. Play as connected as possible, keeping in mind that their material is the melody of that section. Model the slurred phrase.
  - d. Encourage ensemble to play in a more marcato style, in order to show contrast from previous concept. Model the phrase with said articulation
  - e. **Assessment:** Add inner parts, play through section in total utilizing concepts that were discussed.
3. Run section of *Jeanie* from mm. 1-9.
  - a. Play through section once, with full band, as written
  - b. Brass section: have those instruments play soli
  - c. **Assessment:** Run through section again, encouraging the students to play written lifts, breath marks, and articulations as conducting gesture indicates
4. Run piece from mm. 1-34 in order to gauge student comprehension of all discussed topics

**Goal #2**

1. Perform mm. 34-54 of *Jeanie*
2. Run section of *Jeanie* from mm. 26-42.
  - a. Play through section once, with full band, as written
  - b. Initial assessment: gauge how well students follow gesture indicating ritardando, fermati

- c. If improvement is needed, instruct students to play an Ab Major scale on whole notes. Conduct through scale (playing top note twice), modifying tempo and space between notes by changes in gesture. Repeat if necessary
  - d. **Assessment:** play through excerpt again, ensuring students apply concepts that were rehearsed.
3. Run piece from mm. 34-54 in order to gauge student comprehension of all discussed topics

### Goal #3

1. Run section of *Jeanie* from mm. 48-End of piece
  - a. Play through section once, with full band, as written
  - b. Isolate individual entrances, have each section play them soli:
    - i. Brass @ m. 48
    - ii. A. Cl., B. Cl., Bar. Sax., Hns., Trbs. @ m. 49 (downbeat)
    - iii. Bsn., T. Sax., Bar. @ m. 49 (beat 2)
  - c. Combine entrance groups ii and iii, i and ii, etc.
  - d. **Assessment:** play through excerpt again, taking note of rhythmic correctness of each entrance