

4 day lesson plan – Irish Tune from County Derry

Standards:

MU:Pr5.3.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

MU:Cr6.1.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

Day 1 (The students have already read it through once and therefore know the general idea of the piece)

- A. Play measures 1-17
 - 1. Who has melody where?
 - a. M. 1-17: Bari, Trombone, Horn 4
 - b. Cornet joins in at 13
 - 2. Phrasing
 - a. M. 1-downbeat of 5
 - 1. Enter together; run entrance a few times
 - 2. Have the band point to their neighbors where they think the peak of the phrase is then play it. Play it again to solidify
 - 3. Play it again with an emphasis on the ending the phrase together
 - b. M. 5-downbeat of 9
 - 1. Have the students talk about we discussed in the first 4 bars
 - 2. Have them apply it to this phrase
 - 3. Play it
 - c. M. 9-16
 - 1. Play it through
 - 2. Have the students point to peaks and breaths
 - 3. Play it again with special concern to moving together
 - d. Play m. 1-17 with phrasing and moving together

Day 2

- A. Play m. 1-17 to reinforce the ideas and phrasing talked about before
- B. Play m. 17-32
 - 1. Have students point to peaks and discuss dynamics
 - 2. Who has melody?
 - a. M. 17 – Horns 1 & 2, Tenor Sax, Bones 1 & 2
 - b. M. 25 – Tenor drops out, 4 Horns
 - c. M. 29 Bari, Bones 1 & 2
 - 3. Play again, emphasizing phrasing
 - 4. Play again if necessary
- C. M. 33-48
 - 1. Make sure they listen for flute solo
 - 2. Listen for intonation

- a. If it needs fixing, play the first few bars chord to chord
- 3. Who has melody?
 - a. M. 33 – Flute Solo
 - b. M. 41 – Horn 1 and Alto Sax join
 - c. M. 45 – horn 2 joins
- D. If time allows, play from beginning to there

Day 3

- A. Play m. 49-end
 - 1. M. 49-56
 - a. Cornet 1 & 3, Clar 2, and Alto Sax play together
 - 1. Focus on articulating and moving together
 - b. Add in remaining Cornets, Clarinets, Horns 1 & 2, Bari, Tenor, Bone 1
 - 1. Play strongly, but making sure they can still hear the melody
 - c. Add in everyone else
 - 2. M. 57-end
 - a. Have students point out the peak of the phrases and discuss dynamics
 - b. M. 58 should be the loudest point in the piece
 - c. Play it once, twice if necessary
 - d. Work on the final chord
 - 1. Intonation/taper
 - 3. Play 49-end again

Day 4

- A. Today is a focus on watching me
 - 1. Start with m. 17-32
 - a. Stress to them that I will not conduct how I've conducted this before (tempo changes, dynamic shifts)
 - b. Play it a few times, changing different things each time
- B. Play it through
 - 1. Conduct the rits, the accels, and all dynamic shifts