

Teaching and Conducting Lab
 Final Planning Framework

Teacher/Conductor's Name:

Rehearsal 1 2 3

Rehearsal Objective (What will your student's be able to do as a result of this rehearsal **with you?**)

Given pulse by the metronome and instruction of what to listen for, students will establish consistent pulse, and then direct their listening to note starts, stops, and changes within the pulse. This will then be put in context with correct notes and rhythms in movement 4.

Assessment of the Rehearsal (How will **you** know if your **students can do** what they need to?)

I will assess the accuracy of pulse by listening to the students' note starts, stops, and changes. Students will assess themselves by listening for the same things.

Rehearsal Plan (A step by step plan for the rehearsal - with timing - that leads to your objective.)

Time	Activity	Description	Purpose of Activity	Assessment
1 min	Review of melodic patterns from last lesson	Students will repeat given models, singing and fingering, then playing -perc singing	Review tonality and patterns used in this movement	Students will accurately sing the pitches with correct solfeg and play correct notes with resonant, characteristic sounds.
1 min	Introduction to Giles Farnaby Suite	Tell about the composer and Giles Farnaby -have students describe what kinds of music would probably fit with these descriptions of each mvt.	Catch students' interest in the history and background of the pieces	Describe the characteristics of music that may be found in the given descriptions of each movement. Recall what we've talked about in later rehearsals.
1 min	Rhythmic patterns -perc on snare	Students will repeat given models with correct rhythmic syllables and accurate note starts, stops, and changes -say, concert F	Internalize subdivisions and allow students to accurately play rhythms found in music without the notes yet	Students will use the correct rhythmic syllables, start, stop, and change notes accurately within the pulse.

2 min	Transfer to piece	Students will locate where in their part they have any of the rhythmic patterns we just went over	To directly apply the concepts to the music.	Accurate location of the patterns in music. Accurate note starts, stops, and changes within pulse with correct notes and rhythms.
1.5m	Play m. 5-19 with snare subdivision	Focus on patterns in context	Applying concepts so far to the section as a whole	Students will play with same accuracy of pulse, focusing on note starts, stops, and changes.
1 min	Melodic Patterns Mvt. 3	Students will repeat given models, first singing, then singing and fingering, and finally playing	Familiarize the class with the tonality and the tonal patterns used in melodies of mvt. 3	Students will accurately sing the pitches with correct solfege, then play with correct notes and resonant, characteristic sounds.
2 min	Find the tonal patterns in the music -with met	Students will locate where in their parts they have any of the tonal patterns we just went through -all students play while those who found it look at music	To directly apply the concepts to the music	Accurate location of the patterns in music. Accurate pitches and resonant, characteristic sounds while playing the patterns within the music.
1.5m	Run Mvt. 3	Straight through Movement 3	Applying concepts so far, pulse and tonal, to the movement as a whole, and to get students interested and excited about learning it further	Students will play with same accuracy of melodic patterns, and set the mood that we originally discussed about this movement. All the while maintaining the full, resonant, characteristic tones and starting, stopping, and changing notes accurately within pulse.

Great plan...It is exciting to see you plan like this. - E
