

Strategy for Teaching Beginning Students

Name Bobbi Ehrlich

Title of Strategy Improvisation

Instructional Goal of the Strategy (*what do you want the students to learn and be able to demonstrate?*) $\frac{1}{2}$ point

Students will be able to improvise a secondary melody under specific guidelines.

Prior Knowledge & Skills Expectations (*what the students must already know and are able to do*) $\frac{1}{2}$ point

Students will need to know the first 5 notes of a B-flat scale. They also need to know what a tie is and how to count whole, half, quarter, and eighth notes.

Standards Addressed in Strategy: $\frac{1}{2}$ point

1. Singing, alone and with others.
2. Performing on instruments, alone and with others.
3. Improvising melodies, variations, and accompaniments.
5. Reading and notating music.
7. Evaluating music and music performances.

Method, page, and number of exercise upon which the strategy is designed: $\frac{1}{2}$ point

Band Expressions, page 17, exercise 60. "When the Saints go Marching In"

Detailed procedures of Instructional Strategy and Assessment for successful achievement of goal: 4 points

1. Students will get a pulse going by tapping their foot.
2. Students will count aloud the rhythms to the song.
3. Since students should know the melody, students will finger the notes on their instruments while singing the melody out loud.
4. Students will play the melody on their instruments.
5. This time the students will sing the melody again so they can hear what I do. I will demonstrate the improvising. They will be allowed to improvise on any long notes (quarter or half notes with ties over the bar). They can use B-flat, C, D, E-flat, or F. Rhythms can be quarter notes or eighth note pairs (no syncopations).
6. We will split the room into 4 rows. Each row will get a chance to improvise with the other three rows play the melody.
7. Once everyone has improvised in a group, students can volunteer to share their improvisations to the class.