

**Objective:**

*As a result of this lesson students will be able to.....*

**Psychomotor:** Play the transition section (measures 17-28) and the ending (measure 41 to the end) with fluid phrasing, dynamics, and tempo changes.

**Cognitive:** Understand the importance of watching the conductor when executing ritardando and tempo changes.

**Affective:** Appreciate the importance of self and collective reflections and analysis in making musical improvements.

**Materials:**

Student: Stand, music, instrument, and pencil

Teacher: Baton, score, voice, recording, and speakers.

**Accommodations:**

- Be prepared to try different gestures for releases if more clarity is needed.
- Be prepared to try ritardando at different tempos.
- Be prepared to use prompting questions and to offer observations if discussion is lacking.
- Be prepared to play sections multiple times if needed.

**Sequencing/Methodology:**

- **Introduction**
- **Warm Up (10 mins)**
  - Gesture Exercise in Concert Eb. Match a sound with the gesture(s) given.
  - Concert Eb scale in quarter notes. (slurred with crescendos and decrescendos)
- **Country Wildflowers (10-15 mins)**
  - Isolate measures 17-26 (transition section) focusing on dynamics, ritardando and tempo changes.
  - 41 to the end focusing on dynamics, ritardando and tempo changes
  - Play recording of Country Wildflowers from last rehearsal. Ask students to take their pencils out to write down observations (what areas went well and areas for improvement). Discussion: As a band or within your section what did we do well in this piece? As a band or within your sections aspects of this piece we can improve on?
  - Give the band 30 seconds to a minute to go over any parts of the piece they would like to double check.
  - Play the whole piece from the beginning to the end.
- **Conclusion/ Turn Over**

**Assessment:**

In this lesson I will be watching/ listening for the following....

- Which students/sections are playing the correct rhythms and notes.
- Which sections/students are struggling with phrasing?
- Which students/ sections are responding to conducting gestures.
- Which students are contributing to self and collective reflection and analysis through thoughtful comments or attentive listening.

<b>Reflections/ Observations:</b>