

Music Lesson Plan Form

Teacher: Mr. Sheldon

Class/Course: Clarinet Group Lesson

Grade Level: 7th Grade

A. National Music Standards (indicate which standards are associated with this lesson)

Creating: MU:Cr1.1.E.8a Compose and **improvise** ideas for **melodies** and **rhythmic passages** based on characteristic(s) of music or text(s) studied in rehearsal.

B. Optional: List your state standards that are addressed in this lesson

MU:Cr2.1.7. Select, organize, develop, and document personal musical ideas for arrangements, song, and compositions within a given form(s) that utilize compositional techniques and convey expressive intent.

C. Indicate the TI:ME Technology Areas of Competency that are addressed in this lesson

Computer Music Notation

https://www.ti-me.org/index.php?option=com_content&view=article&id=2257&Itemid=1606

D. Objective(s): as a result of this lesson students will know and/or be able to...

1. Students will notate which pinkie (Right/Left) that they will use when given Line 1 excerpt when the notes B and C precede/follow each other.
2. Students will notate which pinkie (Right/Left) that they will use when given Line 2 excerpt when the notes B, C, and Eb precede/follow each other.
3. Students will create their own composition that utilizes the notes C, B, and Eb.

E. Required Prior Knowledge and Skills:

What must the students know or have experienced prior to this lesson?

Students have used noteflight text tool/and have composed simple melodies.

Students are very familiar with Right Pinkie C and Left Pinkie B.

Students were taught Eb previously.

F. Materials, Repertoire, Equipment needed:

What materials do you need to accomplish this lesson?

*Whiteboard/marker
chairs
Computer with noteflight
Projector
Clarinet.*

G. Modifications/ Accommodations:

(for example: peer partners, visuals, preferential seating, frequent individual check-in)

Students will have modifications or accommodations based off of any IEP/504 plans on file. At this moment in time, I only have one clarinet player with an IEP, and that is that they get more time to do their assignments or quizzes.

H. Assignments:

What must the students do after the class in preparation for the next class?

Students must practice the Measures of Success Book 2 page that introduces Eb and Left hand C for next class. If students do not finish the composition assignment, they must also finish that at home by the next class.

I. Evaluation

	Mastery (4)	Basic (2)	Remediate (1)
Correct Pinkie Identification B+C Line 1	(4) Correctly labeled the Pinkie Keys in all four measures.	(2) Correctly labeled the Pinkie Keys in two measures.	(1) Correctly labeled the Pinkie Keys in one or less measures.
Correct Pinkie Identification B+C+EB Line 2	(4) Correctly labeled the Pinkie Keys in all four measures.	(2) Correctly labeled the Pinkie Keys in two measures.	(1) Correctly labeled the Pinkie Keys in one or less measures.
Composition Line 3	(4) Students composed a melody using each Eb, C, and B twice.	(2) Students composed a melody using each Eb, C, and B once.	(1) Students composed a melody that uses one or two of the following notes Eb, C, and B

Composition/Correct Pinkie Identification B+C+EB Line 3	(4) Correctly labeled 6 Pinkie Keys.	(2) Correctly labeled 4 Pinkie Keys.	(1) Correctly labeled 2 or less Pinkie Keys.
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J. Lesson Sequence

(indicate the sequence of activities and the estimated time of each; include and screen shots and hyperlinks that you will reference in the lesson)

Overview: Clarinet players in seventh grade are learning about the rule of alternating pinkies as they learn the note Eb. Eb can only be played with the right pinkie. Therefore, students must also learn how to play C with their left pinkie when it approaches or follows Eb in a musical passage. This is the first time that they have to switch how they normally play some of their pinkie keys in order to follow the alternation rule.

Activity 1: (5 Minutes) **Review Left Pinkie B, Right Pinkie C, and Right Pinkie Eb notes via teacher led questioning and student performance.** T writes the three notes on the board. T asks S to identify each note. T points to a note, and calls on S to identify the note. T has all S play the note on their instrument after identification. T then asks S which pinkie they use on each note (right or left). T writes R or L under the note indicating which pinkie they should use.

Activity 10: (5 minutes) **Introduction of left Pinkie C and Right Pinkie B and the rule of pinkie alternation.** T explains to S that whenever a C approaches Eb, that we have to alternate pinkies. In the past you have already alternated pinkies with Left Pinkie B and Right Pinkie C. Now that we have right pinkie Eb, we need to use Left Pinkie C. T shows S which key is left Pinkie C. T has S play left pinkie C. T then shows Right Pinkie B and has S play right Pinkie B. T writes Eb, C and then B on the board and then B, C and Eb. T questions S and asks them that if we have to alternate pinkies, which pinkie should we play on each note. T has S answer these questions.

Activity 3: (10 Minutes) **Identifying pinkie keys on Noteflight assignment.** T has S log into noteflight and open up Alternating Pinkie Keys worksheet. T has S fill in Line 1 and Line 2 pinkie key notes using the text tool. T reminds S that they can use normal B and C when they do not have an Eb. That's the main difference between Line 1 and 2.

