

One Sample Lesson Plan

**An Observation from an
Administrator**

**The Role of Musical
Theatre in Education**

Adam Rosenbloom - Lesson Plan

Ensemble: Fourth Grade Chorus

Date: May 16, 2003

Unit: Stephen Sondheim, Into the Woods, Broadway Junior, #38, Curtain Music m.1-30

Daily Objectives:

1. National Achievement Content Standard 1a. Students sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
2. National Achievement Content Standard 1e Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Special Materials Needed: stereo system (including CD player and cassette recorder), pitch pipe and/or piano, music stand.

Procedure: 10:10 – 10:25

1. Physical Warm-ups – hold breath 20 sec./let air out on a hiss, stretching, head rolls, yawn, lip trills

LISTEN BEFORE IMITATING – hiss with a cutoff – watch the conductor

FQD (if necessary): “Can a parrot think complicated thoughts, like those involved when learning a new piece of difficult music?”

“Will you continue to behave like a parrot, with his small brain, or will you behave like intelligent human beings?”

“Pappeno” game – FQD: “WAIT FOR MY SIGNAL” – a) spoken
b) sung on pitches

FQD: When my finger reaches this point (the ictus point) say “Tum”

FQD: “Watch closely, I’m going to try to fool you.”

2. Vocal Warm-ups - 10:25 – 10:35

- a) Sirens

FQD: “I’m going to sing you some notes and then you repeat after me, **but only when I give you the signal.**”

Start on high F – descend diatonically

10:35 – 11:00 (25 min.)

3. Primary Rehearsal of Concert Music - S. Sondheim's Into the Woods - #38 Curtain Music

a) Refresh the childrens memories by playing the full-recording

Starting at the 12/8 – **FQD:** “What does the word ‘diction’ mean?” [clear pronunciation of the words]

FQD: “Why is having good diction important for good singing?” [so the audience can understand the words]

b) p.119 - Rehearse it SPEAKING – one phrase at a time –

- 1) I model rhythms and text
- 2) On my cue - Students repeat

FQD: “Now everybody take your imaginary needle and put your thread right in the eye of that needle. Now focus your voice on the note as though you were singing through the eye of your needle.”

c) Sing it on **pitches** on the syllable “loo” – make

- I model a short passage
- I conduct and they “audiate” (sing it in their heads) during the silence
- They sing it aloud on “loo”

d) Put the rhythms and words together – rehearse it phrase-at-a-time – first slowly, then quickly

4. If there's extra time –

Have them sing it to the playtrax

If there's more time, have them sing it to the playtrax and record them

If there's still more time, have them listen back to their tape and have them make suggestions for improvement.

Notes to ME:

Simplifications:

Additions:

There was not enough time to record the lesson and have them listen to the tape. I will do this at the next rehearsal.

Where to begin tomorrow:

Self-Evaluation:

This was a very successful lesson.

During the dress rehearsal for the show, one student thought that she could “hide in the crowd,” as if I wouldn’t notice that she was not paying attention. While I was conducting, I pointed directly at the student in order to engage her attention. When she responded I said “Your voice is important!”

The entire performance went off without a hitch. My cooperating teacher, Miss Kim, was extremely happy with the all the children’s performances. The principal at P.S. 59, Mrs. Zackman, was also thrilled.

The Aaron Copland School of Music
Queens College, City University of New York

Student Teacher Evaluation Form
Performing Groups/Private Lessons

Observation No.: 3

Date: May 16, 2003

Name: Adam Rosenbloom

School: P.S. 59, Manhattan

Cooperating Teacher: Ms Jeannie Kim

Class (e.g., 8th Grade Band): 4th gr. chorus

- Evaluation Code:
- | | |
|---------------|------------------------------------------|
| 1. Superior | 4. Needs Improvement |
| 2. Very good | 5. Not acceptable |
| 3. Acceptable | 6. Not able to evaluate (in this lesson) |

I. Planning

1. Learns scores/materials in advance
2. Prepares appropriate instructional objectives
3. Prepares effective & efficient teaching strategies
4. Prepares appropriate instructional evaluation procedures
5. Demonstrates knowledge of repertoire for this age level

1	2	3	4	5	6
✓					
✓					
✓					
✓					
✓					

Comments:

**Student Teacher Evaluation Form
Performing Groups/Private Lesson**

II. Teaching

1. Detects (aurally & visually) pupil performance problems
2. Analyzes and corrects pupil performance problems . . .
3. Demonstrates technical knowledge of the instruments/voice
4. Demonstrates cognitive musical skills (terms, etc.)
5. Demonstrates musical sensitivity (style, phrasing, etc.) .
6. Provides musical models for students
7. Uses singing voice effectively
8. Uses speaking voice effectively
9. Demonstrates sensitivity to individual needs
10. Develops effective working rapport with students
11. Shows ability to motivate students
12. Uses supportive assessment of students' efforts
13. Demonstrates effective classroom management skills . .
14. Meets planned objectives
15. Overall efficiency in rehearsal/teaching

	1	2	3	4	5	6
✓						
✓						
✓						
✓						
✓						
✓						
✓						
✓						
✓						
✓						
✓						
✓						
✓						
✓						
✓						
✓						

Comments:

See attached report.

III. Conducting

1. Uses appropriate gestures and patterns
2. Shows skillful handling of conducting problems
3. Shows effective/efficient use of the left hand
4. Uses correct preparatory and release gestures

✓					
✓					
✓					
✓					

**Student Teacher Evaluation Form
Performing Groups/Private Lesson**

- 5. Uses appropriate facial expressions & eye contact
- 6. Maintains appropriate tempi/style/etc.

✓					
✓					

Comments:

IV. Personal/Professional Characteristics

- 1. Appropriate personal appearance
- 2. Is punctual
- 3. Shows maturity/poise/emotional stability
- 4. Is receptive to constructive criticism
- 5. Is capable of self-criticism & works at self-improvement .
- 6. Accepts responsibility/goes beyond the "minimum" effort
- 7. Shows enthusiasm for teaching as a profession

Yes	Usually	No	N/A
✓			
✓			
✓			
✓			
✓			
✓			
✓			

Comments:

Fine potential. Excellent, esp. with lower grades.

Signed 

Date 3/17/03

Grade: 