

Teacher's Name: Julianne Michalik Date: November 6, 2012

Grade: 4th grade Title of Lesson: Orchestral Score Reading

Plan: *what learners will*

- *be able to do*

The 4th grade general music students will be able to follow and recognize an orchestral score and individual instrumental parts with a 90 percent success rating.

- *understand*

The students will understand how a musician follows and reads their part and acts as a player in an orchestra. They will demonstrate this by writing their own compositions and pointing with a tool provided by the teacher during the initial presentation. They will also understand how to use adjectives to describe music when listening to the piece.

- *encounter*

The National Standards covered in this lesson are reading and notating music, listening to, analyzing and describing music, evaluating music and music performances, and understanding music in relation to history and culture.

The students will experience music analysis and how to dissect what they are listening to, along with experiencing music of a different culture and language.

- *Perceive*

The students will be able to relate their listening experience to their everyday listening and describing what they are listening to, and they will be able to recognize different music parts within that same music.

Focusing Question:

To what extent do members of a professional orchestra need to know how to read their own part in addition to all other parts? How important is an orchestra member's understanding of the structure and significance of instrument parts in an entire work?

Assessment:

Formative

- Where does this part's melody begin/end? Does it have the melody?
- Why would this instrument come in at this measure verses another?
- Would an instrument's entrance change how the piece sounds/feels?

Summative

- The students will eventually write a composition of their own, using several lines of parts (although not as many as the first full score we examine).

Materials

- Projector/smartboard
- Access to either transparencies or online files of two pieces with 4 instrument parts and one full orchestral score
- Large pointer for screen
- Future lessons = paper, instruments, markers, percussion instruments for writing compositions

Partner

- When showing the students the first four-part score, they will point out the familiar instruments/parts. Where have they heard this instrument/seen those instruments before?

- When switching to the four-part score with foreign language in the instrument parts, see if the students can identify the instruments based on cognates in other languages, including English.

Present

- Present the first score by playing a recording. Ask the students what instruments they hear, then present the visual four-part score.
- Have the students come up and follow along the part of their choosing with the pointer so the class can see how a part is read by a musician.
- Present a four-part score with the instrument parts in a foreign language. Ask the students to try to figure out what instruments are represented based on cognates in familiar languages. The score will be picked for the specific purpose of having cognates for the students to recognize.
- Present a full orchestral score (possible foreign language in instrument names) for the students to see. Ask if anyone is brave enough to follow a part with the pointer. Listen to the score.
- After this lesson is complete, introduce writing the compositions. Let the students hear many different percussion instruments, and let them decide on what instrument they would like to start composing a part. Eventually each student will compose several instrument parts to put together.

Personalize

When listening to their favorite songs, students will be able to identify that every instrument or voice has a separate part. They may hear parts of the song that they never

noticed before. They may also begin to find other music enjoyable based on their discoveries of their favorite instruments in orchestras.

The students, over several other class periods, will continue to compose their pieces. They will have access to all of the classroom instruments, and will be able to play their pieces for each other during class. They will create their pieces based on their own creativity and musical ideas.

Perform

The students will eventually have a composition created completely by them. They will perform their pieces for their classmates, possibly including other general music classes in a combined concert.

Process:

This lesson could go very well, but the students must have an established knowledge of general music reading and instruments. As the teacher, I would establish this before teaching this lesson. Also, the students may not be as accustomed to hearing classical music. I would adjust the genre if the students seemed more interested in other kinds of music. Hopefully I would know my class and their interests to that degree. I realize that this lesson plan could take over two weeks to fully complete, even though the preliminary presentation would be one day. The students would have other instrumental, rhythmic, and melodic lessons on the following days to help them compose and think of composing ideas.