

Indirect Instruction Lesson: 9-12 Grade Band

Overall Questions:

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- How does understanding the structure and context of musical works inform performance?
- How do we judge the quality of musical work (s) and performances (s)?

Standards:

- MU:Pr4.1.E.8a: Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
- MU:Pr5.3.E.8a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- MU:Pr4.3.E.Iia: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
- MU:Pr4.2.E.IIIa: Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.
- MU:Re9.1.E.Ia: Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

The students will be divided into small groups for ensembles. These small groups will be given one day a week to work on this project. Students will have approximately half a semester or around two months to complete this project. The time frame can be adjusted according to the students' productivity.

Objectives: In small groups, the students will work together to **select** an ensemble piece that is suited for their technical and musical abilities. Students will **develop** proper strategies to address technical/musical difficulties and **evaluate** their success during the rehearsal process. Students will **explore** the context of their selected repertoire including structure, style, genre, and historical impact. Student will use this information to **infer** how their piece should be performed and its significance. Students will **create** a rubric as a class based on some suggested criteria the teacher give and what they believe they should be judged on. Students will **present/perform** their piece in front of student judges. The student judges will **evaluate** their peers performance and **respond** to the performance by giving productive feedback.

(The Student Handout is Below)

Ensemble Project

I will be splitting the band into small ensemble groups. You will select a piece, rehearse it, and research things about it. On **March 12th**, each group will present/perform their piece for a panel of student judges from another small ensemble group. You will be graded on a combination of

1. Rehearsal Participation: You will have the whole class hour every Wednesday during band to rehearse with your ensemble. You may work together outside of class during your free time if you wish.
 - a. Work together to develop good rehearsal strategies and evaluate your success during rehearsal.
2. Piece Summary: Research the context of your selected piece. Write a short summary including musical elements such as melody, harmony, rhythm, timbre, texture, form/structure, dynamics, tempo, style, genre, and historical significance. There will be one summary per group, but within your group split the research up. Write your name next to the part of the summary that you wrote.
 - a. This information should help you infer/determine the proper way to perform the piece. It should help you discover the meaning of performing the piece.
3. Evaluation/Judging by Peers: We will create a rubric in class that will determine how we are judged during the performance.
4. Participating in the Judging Process: You will have a chance to judge one other group. You will be expected to fill out the rubric for them and give them productive feedback.
5. My Evaluation: I will take into consideration your peers thought on your performance; however, I will make the final judgment in your grade.

Due Dates

January 15th: Your selected piece must be approved by me

February 5th: Minimum of a 2 page summary

March 3rd, 4th, and 5th: Performances of the groups. We will draw names from a hat to determine the order