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| Teacher: | John Keener | Class: | Brass Practicum/My apartment |
| Duration: | 15 minutes | Lesson: | Getting started on trombone |

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| Context: | The student has participated in high school band as a percussionist but has had little musical involvement since. |
| Central Focus | In this unit, students will experience an introduction to playing brass instruments, and particularly, the trombone. |
| Essential Question(s): | What are the basics of trombone and the playing of brass instruments more generally? |
| Goals/Student Learning Objective | Through this lesson, students should be able to:   * identify the parts of the trombone and put them together * hold the instrument properly * buzz her lips on the mouthpiece * Ensuring proper slide position, match two different pitches on the trombone |

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| Procedure | |
| Warm Up: | “Sit straight up on the edge of your chair”  Breathing:   * In 4, out 4 on tsss * In 4, out 8 on tsss * In 3, out 8 on tsss * In 2, out 8 on tsss |
| Main Lesson: | Buzzing without the mouthpiece   * “Say oh...that’s what the inside of your mouth should feel like” * “Now say em...that’s the shape we want our lips to be. They should be firm around the edges so we’re not letting air out of anywhere but the middle.” * “Now take a deep breath and with that mouth shape, blow to create a buzz” - demonstrate   Opening the case and buzzing with the mouthpiece   * “Let’s try it with the mouthpiece now, so go ahead and open the case ...Hold it by the stem, place the mouthpiece equally over both of your lips, and buzz into it.”   Parts and assembly of the trombone   * Go over names and location of slide section, bell section, lock, slide lock, bell brace, slide braces, mouthpiece receiver * Putting together the trombone   + “Lock the slide”   + Bell section in left hand, bell towards floor   + Slide section in right hand, form a V between pieces with slide section pointing towards the right and put longer side of slide section into bell receiver   + “Tighten the lock”   + “Put mouthpiece in receiver.”   Holding the instrument   * “Left hand trigger.” Demonstrate   Playing a B-flat   * “Keep the slide all the way in.” * Sing pitch * Buzz into mouthpiece   Playing another note   * “Now extend the slide and buzz again.” |
| Extension: | Playing different pitches by manipulating the buzz.  Listening to some J.J. Johnson |

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| Materials: | Trombone  Mouthpiece  Chair  Pitch Pipe App |
| Music Education Approach: | N/A |
| Instructional Adaptions: | In addition to teacher following all specific individualized Education Program, 504 Accommodation and Behavior Intervention Plans on an individual student basis, lessons are designed to have accommodations for students with:   * **Learning Disabilities (processing):**   + Short segments reinforced * **Communication Disorders**   + Response/assessment tailored to include nonverbal ways that student can indicate an understanding of the lesson * **Visual and Hearing Impairments**   + Lessons to reach a minimum of four senses simultaneously- aural/visual/tactile/ kinesthetic. * **Orthopaedic or Other Physical Impairments/Health Issues**   + Make sure class matches requirements from student IEP. For example…     - Classroom is wheelchair accessible     - Classroom is allergen-free     - Musical instruments adapted in consultation with assigned occupational and physical therapists for the student to be able to have maximum participation in class. * **Behavioral Issues**   + Classroom management in place so student needs are met giving immediate feedback as reinforcement to help the student stay focused and on task.   *\*These instructional adaptations represent teaching students with special needs in five domains (cognitive challenges, communication challenges, sensory challenges, physical or medical challenges, and behavioral or emotional challenges) which encompass the current 13 categories for designating students with disabilities.* |
| Classroom Management | Anticipate unexpected classroom situations.  Clearly state rules for lesson success and consequences for inappropriate behavior. |

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| Standards |
| NYS Standards (Aligned with National Anchor Standards) **MU:Cn10.0.5**  d. Identify how sound is created on a variety of instruments and other sound sources. General Music/Performing#MU:Pr4.1 **Process Component:** Select  **Anchor Standard:** Select, analyze and interpret artistic work for presentation.  **Grade 5**  **MU:Pr4.1.5**  Demonstrate and explain how the music that they selected to perform (from teacher- or student provided options) is influenced by personal interest, knowledge, purpose, context, and their own and others’ technical skill. #MU:Pr4.2 **Process Component:** Analyze  **Anchor Standard:** Select, analyze and interpret artistic work for presentation.  **Grade 5**  **MU:Pr4.2.5**  a. Demonstrate knowledge of the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. |