

Playing History: Implementation and Evaluation Sessions

Lesson Plan

Discipline: Orchestral Music

Level: Beginners (Level I) Grades 6th to 8th

Objectives:

Historical – Conceptual / to study the evolution and function of the song, “Amazing Grace;” from its origins in the 1700’s to its application during the Civil Rights Movement and throughout modern times.

Behavioral / Students will understand the religious and social applications of the song.

Students will recognize the historical context of the song and how it applies to important movements in American History.

Students will make connections with the music to events that are occurring within their everyday life.

Musical - Conceptual / To study harmonic and melodic structure. To study the basic theory principals and how it relates to the music.

Music Literacy: Discuss common time, key signature, dynamics, musical gesture, and the roadmap of the piece (repeats, rehearsal sections, etc.)

Behavioral / Students will recognized basic harmonic intervals in Concert C Major (particularly intervals of a 4th and 5th) Students will identify the rhythmic style of this particular arrangement (Guaguanco).

Aesthetic/Reflective - Conceptual / To study aesthetic aspects of “Amazing Grace:” How the musical intervals play an important role in the melodic and harmonic function of the music.

Behavioral / Students will identify aspects in the music performed that highlight the mood or emotions outlined in the history presented in class or their in personal experiences.

Students will identify the mood or feeling of “Amazing Grace,” and explain how the rhythmic style affects the musical color of the music.

2:30 PM Warm Up: The students will practice as a full ensemble their daily exercises from the Standard of Excellence

2:35 PM Motivation – The students will review the modern function of the song (based on personal experience) and relate it to what they have learned about this piece of music thus far. Students will learn about musical intervals and will demonstrate on their instruments by section, and then by ensemble. Students will find these intervals in their music and will play them in appropriate sections.

- 2:45 PM** Historical Component (Mr. Martinez)- Students will learn about the origin of “Amazing Grace,” as well as the background of the composer. Students will learn how this piece of music has been applied to events in American history such as the Civil Right’s Movement.
- 3:00 PM** Music Component/Sectionals = Students will break into sectionals (woodwinds, brass, strings, & percussion) in order to continue with more focused practice on the piece’s technicalities.
- 3:20 PM** Music Component/ Reflection- Students will perform “Amazing Grace” as a full ensemble. Students will reflect on the effect of the music depicting the history studied in class. (10-15 minutes)
- 3:30** Reflection (Ms. Ortiz) - Students will discuss how new information on the piece changes their perception of the music, and how this notion applies to contexts within their lives.
- 3:45** Concluding Activity - The students will write in their journals about how they relate to the topics presented in class and if they feel comfortable, will share their experiences with the group (5 minutes.)
- 4:50** Pack up for end of class- Discuss what needs to be practiced over the break.