

## Lesson Plan

Discipline: Orchestral Music

Level: Beginners (Level I) Grades 6<sup>th</sup> to 7<sup>th</sup>

Objectives:

Historical – Conceptual / To study the civil rights movement in the US during 1900's to the present

To study the immigrant situation in Argentina during the early 1900's

Behavioral / Students will understand the causes and effects of race discrimination in the US

Students will recognize the immigrant groups in Argentina, their socio-economic conditions and the similarities to the US discrimination

Students will describe discriminatory incidents or situations related to their race or immigrant status which are similar to the ones studied in class

Musical - Conceptual / To study the blues' structure: Form, melody and harmony; and its major exponents

To study the tango structure: Form, melody, and rhythm; and its major exponents

Behavioral / Students will recognize basic characteristics of the blues, its major exponents and will perform Level I arrangements of this musical genre

Students will recognize basic characteristics of the tango, its major exponents and will perform Level I arrangements of this musical genre

Aesthetic/ - Conceptual / To study aesthetics aspects in the musical genres presented in class (referential, Reflective formalistic and how they affect each other)

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

Music Component = The students will practice as a full ensemble the chromatics exercises as the starting and unifying activity for the ensemble while they get ready for the session (5 min.)

The students will practice as a full ensemble their daily exercises (5 minutes), sight-reading (5 minutes)

Motivation – The students will view major impacting excerpts of the civil rights movement and the (historical socio-economic condition of immigrants in Argentina during the early 1900's. They will also component) listen to major musical examples of the blues and the tango (10 minutes).

Music Component = The students will practice as a full ensemble the repertoire related to the historical component (15 minutes). They will break into sectionals (woodwinds, brass, strings, & percussion) in order to continue with more focused practice (daily exercises: 5 minutes, sight-reading: 5 minutes and repertoire: 20 minutes).

Reflection - The students will perform as a full ensemble the repertoire practiced during the day (10 minutes). Thereafter, they will reflect about the effect of the music depicting the history

studied in class (10 minutes). They should go back to perform certain segments in the musical works as they referred to melodic, harmonic, rhythmic or articulation aspects in the music (10 minutes).

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 (discriminatory situations or immigrant conditions in their lives and/or anecdotes related to the musical genres presented in class and situations with their families or friends) 10 minutes.