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| Overall Goals and Objectives for the Rehearsal | Go over trouble spots for each instrument from individual lessons and develop an understanding of the piece as a whole.  Increase abilities to sight-read. |
| Materials Needed | Score of “Gonna Fly Now”  Extra copies of parts  Metronome |
| Detailed Procedural Steps | 1. Introduction (warm-ups) 2. Teacher has students do breathing gym exercise. In for 4 out for 4 3. Students breathe in for four counts and exhale for four counts 4. Teacher has students to play a concert Bb and hold it until they are cutoff. 5. Students play Concert Bb until cutoff by teacher 6. Teacher has students play concert Bb scale in half notes 7. Students play concert Bb scale in half notes. 8. Teacher has students keep the beat and teacher claps introduction rhythm for “Gonna Fly Now”. 9. Students keep the beat while teacher claps rhythm. 10. Teacher has students clap the rhythm along with them. 11. Students clap rhythm along with teacher. 12. Teacher has students play rhythm on a Concert Bb. 13. Students play rhythm on a concert Bb. 14. Teacher has students play the rhythm on a concert Bb scale. 15. Students play the rhythm on a concert Bb scale. 16. Core Activities (rehearsal steps) 17. Teacher tells the students how pleased he is at the progress that is being made on the piece. Teacher asks students to show him their best posture. 18. Students all sit on the edge of their seats feet flat on the floor. 19. Teacher has all the students play from the beginning, making sure to have all students breath on count 4 together before coming in. 20. Students all breath together on beat 4 before coming in and playing the beginning section of “Gonna Fly Now” 21. Teacher has everyone play from the beginning to measure 17. Teacher has students listen for the students who have the bass line as they play. The bass line students will most likely be lost because it is a part opposite everyone else. 22. Students play from measure 9 to 17, listening for the low-end instruments. 23. Teacher asks just the students with bass line to chant cheesy pizza slice, cheesy pizza slice. 24. Bass students chant cheesy pizza slice. 25. Teacher has students play cheesy pizza slice spot, just bass line students. 26. Bass students play rhythm now thinking cheesy pizza slice as they play. 27. Teacher tells the students that the same thing happens at measure 17! 28. Students turn to look at 17 and see that it is the same. 29. Teacher has students play from measure 9 – 24 now with the bass line accurately being played. 30. Students play measures 9-24 now being aware there is a bass line. 31. Teacher reminds flutes that we need to breath in measure 17 and 19 on beat 1 rest. Teacher also reminds saxophones that they need to breath on beat 1 rest of measures 31 and 33. 32. Flutes play 17 through 24 alone all breathing on rest of beat 1 and saxophones play their measures at 31. 33. Teacher has all students go back to the beginning and play through the whole piece, keeping one thing in mind that we just changed. 34. Students play through the whole piece, with the newly realized concepts, gaining an understanding of how the piece is supposed to sound so that we can polish it the next few rehearsals. 35. Closure (culminating performance and assignments for next rehearsal)   1. Transition into Next song, either “Espãna” or “Celebration” |
| Assessment Plan (How will you know S. are  learning?) | Correct fingerings  Recognition of accidentals  Correct rhythms  Correct posture  Rehearsal Conduct |
| Musical and Pedagogical Preparation | Score study  Score arrangement  Creation of words to help remember difficult rhythms  Playing along in lessons |
| Logistical Considerations | Using the podium as a tool for silence during rehearsal.  Give students not playing something to work on while others are working  Hand out music as students walk in so it does not take too much time. |
| National Standards—What standards are you  using and how will you implement them into the rehearsal? | 9.1 B – Play an instrument  9.3.5 B – Compare and Contrast articulations from “Gonna Fly Now” with “Celebration”  9.2.5E – Analyze how historical events have impacted art forms, giving a background about Maynard Ferguson, a famous trumpeter, who wrote “Gonna Fly Now” |