

EDTPA ELEMENTARY CLARINET LESSON PLAN

Teacher: Kenneth Kamping

Lesson Title: Learning and developing skills to play the notes C, D and E on the Clarinet

Music Learning Discipline (Instrumental, Choral, General): Instrumental

Grade(s): 4

Central Focus: Students will learn how to hold their instrument, and will learn how to play the first three notes: C, D, and E. They will do this by relating their previous knowledge of playing the Recorder to the fingerings of a Clarinet.

Essential Literacy Strategy: Students develop music literacy through a research-based pedagogical process that involves audiating pitches that are both played and read in a musical setting, identifying note names to certain fingerings on the clarinet and corresponding those fingerings to notes that are read from a music staff.

Requisite Skills: Students are able to read and understand musical notation, can assemble their reed properly, and can assemble their clarinet properly.

Reading and Writing Connections: Students will be able to read the notes C, D and E on a musical staff, and will learn to write down the note names and fill in fingering charts related to those notes.

Content/Common Core Standard(s):

ELA 2: Integration of Knowledge and Ideas: 7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

ELA 3: Staircase of Complexity: 1. Each grade level requires a “step” of growth.

New York Learning Standards for the Arts:

MU:Cr3.1.E.5a –

Artistic Process: Creating

Anchor Standard: 3 – Refine and complete artistic work

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria

Performance Indicator: Evaluate and refine created patterns based on teacher provided criteria

MU:Pr4.2.E.5a –

Artistic Process: Performing

Anchor Standard: 4 – Select, analyze and interpret artistic work for presentation

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance

Performance Indicator: Compare phrases, using aural indication and notation, in a piece of music to discover simple forms and inform performance.

MU:Pr6.1.E.5a –

Artistic Process: Performing

Anchor standard: 6 – Convey meaning through the presentation of artistic work

Enduring Understanding: The effectiveness of a performance is based on criteria that vary across time, place, and cultures.

Performance Indicator: Demonstrate attention to technical accuracy in prepared and/or improvised music

Developmentally Appropriate Learning Objectives Linked to Assessment:

Content Knowledge Objectives: Students will be able to read and place the correct fingerings for the notes C, D and E on the clarinet with 100% accuracy

Process Skill and Concept Objectives: Students demonstrate their understanding of correctly fingering the notes C, D and E when they see them in music by playing the notes that their peers pick out of a hat and reading them from the whiteboard

Student Friendly Daily Learning Target (I can... or pose as a question): I will perform the notes C, D and E using my aural skills, embouchure setting skills and self-awareness of correct posture.

Music Education Approach (Gordon, Kodaly, Orff, Dalcroze):

This lesson incorporates the aspects of Gordon's Music Learning Theory.

Academic Language:

Vocabulary: embouchure, air-support, fingerings, music staff

Language Function:

Perform: Students perform the notes C, D and E on the clarinet.

Respond: Students respond to putting together their clarinet and by mimicking the teacher as they learn new fingerings.

Analyze: Students analyze fingering charts and the teacher's hands.

Evaluate: Students peer evaluate tone and their understanding of different fingerings.

Additional Language Demand:

Syntax: Students read note names associated with notes on a staff from the whiteboard. Notation on a music staff is an example of syntax in music.

Discourse: Students follow along with the teacher as they demonstrate how to place their fingers for different notes, without looking at notes on a page.

Monitoring Student Learning: Formal and Informal Assessment

Description of Assessment:

Formal: Understanding of fingerings is shown when the students complete their fingering chart homework assignment.

Informal: Students are asked to demonstrate the fingerings for certain notes individually.

What is being assessed: An understanding of how fingerings work on the clarinet.

Assessment accommodations: Students with IEPs are given easier worksheets and can start them in class with the teacher guiding them.

Feedback:

Type of feedback that will be given to students: The teacher will provide helpful hints to aid the students in remembering the fingerings for notes, remembering to push their fingers down hard, will correct and demonstrate good vs. bad posture and encourage good air support.

What students will do with the feedback: Students use feedback to improve wrong fingerings or tone quality problems they might experience.

Instructional Resources and Materials:

Music stand

Pencil

Clarinet

Standard of Excellence Clarinet Book

Whiteboard

Connection to Prior Academic Learning and Requisite Skills:

Students are familiar with how to assemble the reed and clarinet and know how to make a sound on just the mouthpiece.

Connections to Cultural/Personal/Community Assets:

At the end of this lesson, students will have the knowledge and information to play many simple songs on the clarinet, including a very popular song Hot Cross Buns.

Instructional Strategies and Learning Tasks that Support Diverse Student Needs:

Motivation: Finally learning to play different notes on the clarinet, enabling them to play simple songs.

Sound Before Sight Procedure:

Time	Teacher Action (Include higher order thinking questions and grouping strategies)	Student Action
10 Minutes	<p>Instrument Assembly Recall</p> <ol style="list-style-type: none">1. The teacher instructs the students to assemble their clarinet without the lower joint and bell. The teacher provides hints and help with setting up the mouthpiece with the reed and ligature such as, “Remember to soak the reed in your mouth while putting the clarinet together” and “Remember to gently place the reed on top of its bed (the mouthpiece), make sure the tip of its head is right in line with its pillow, and tuck the reed into bed with the ligature snug but not too tight.”	Students follow along and are reminded of these basic steps they already learned
5 Minutes	<p>How to hold Instrument</p> <ol style="list-style-type: none">1. Teacher reminds them how to hold the clarinet with just their hands by relating it to recorder when they had their right hand under their left hand under their chin.2. Teacher then picks up the half-assembled clarinet and demonstrates how to hold it:	Student observes and mimics hand positions of teacher

	<ul style="list-style-type: none"> • Teacher first reminds them that their right hand will eventually hold the lower joint, but for now since they are only using their left hand they can hold the barrel with their right hand. • Their left thumb goes on the open circle in the back, and their first three fingers go on the first three open circles on the front. 	<p>Student observes and holds the clarinet as instructed</p>
<p>7 Minutes</p>	<p>Learning Fingering for note “C”</p> <ol style="list-style-type: none"> 1. Teacher will instruct the students to put down their clarinet and asks them if anyone remembers how to play a G on the recorder. The teacher will then tell the students, “So what’s really cool about instruments is that a lot of them have related fingerings! So even though you were learning fingerings for the recorder, you also were learning some fingerings for the clarinet without even knowing!” 2. The teacher will then instruct the students to pick up their clarinet and place those fingers they know to play a G on recorder. 3. Once the teacher has inspected the students’ fingerings and is pleased with them, the teacher will sing “This is how we finger C DO on the clarinet” on a Concert Bb pitch, “Everyone sing C DO” and will gesture and sing with the students. 4. The teacher will then play the note C on their clarinet and ask the students to finger along and audiate the note. 5. The teacher will then ask the students to look at their fingers and see if there are any rings on their fingers. If not, then they need to push a little harder against the holes to ensure the right note will come out. 6. The teacher will instruct the students to play a C on the clarinet and will troubleshoot and problems that may occur. 	<p>Student will follow along and respond</p> <p>Student will hold the clarinet correctly</p> <p>Students will sing when instructed to sing and at the same time finger “C” on their clarinet</p> <p>Students will try their best to play a “C” on their clarinet</p>
<p>3 Minutes</p>	<p>Learning Fingering for the note “D”</p>	

	<ol style="list-style-type: none"> 1. The teacher will follow the same procedure as stated in the last part of the lesson, but with time for the note “D” and stating that it is the same fingering as an “A” on the recorder. The teacher will move a little faster as well, since the students already have a basic understanding of how fingerings work. 	Students will follow all prompts just like the previous part in the lesson
3 Minutes	<p>Learning Fingering for the note “E”</p> <ol style="list-style-type: none"> 1. Teachers will follow the same procedure as previously stated, but this time for the note “E” and state that it is the same fingering as a “B” on the recorder. The teacher will move a little faster as well, since the students are starting to develop a better understanding of fingerings on the flute. 	Students will follow all prompts just like the previous part in the lesson
12 Minutes	<p>Note Recognition</p> <ol style="list-style-type: none"> 1. The teacher will then draw the notes C, D and E on the whiteboard, and label the names of the notes below the written notation. 2. The teacher will then pass around a hat with little pieces of paper with notes on them, and the students will get to pick a piece of paper and whichever note is on there the class will play. 3. The teacher will assist with any students having trouble remembering the fingerings. 	<p>Students will attempt to understand the relationship between the notes on the whiteboard and which fingering to use</p> <p>Students will participate to their best ability.</p>

Closure:

The lesson ends with the teacher telling the students to look at pages 6-8 in their Standard of Excellence book, and they will see how many songs they can now play on the clarinet, and how the notes look on a fingering chart.

Student Reflection Exercise:

Students will be given a worksheet with an assortment of the notes E, D and C on a staff with blank fingering charts next to them and instructed to fill out the fingering charts. They will also be instructed to practice numbers 8-11 on page 7 of their Standard of Excellence book.

Learning Adaptations/Differentiation Strategies Based on IEP or 504 Plans:

Learning Disabilities (processing) and Communication Disorders: Teacher repeats fingerings as needed, reminding them of which ones will help them play certain notes. Audiation, peer assessment and peer collaboration provide multimodal learning. Pacing is adjusted to fit the student’s needs.

Visual and Hearing Impairments: Teacher provides braille music, assists with the student's understanding of how the clarinet feels in their hands and uses large notation and finger charts on the Smartboard for students with visual impairments. Hand gestures and signs assist the learning process for those with hearing impairments.

Students with Physical Impairments: The room will be wheelchair accessible for those that need it

Behavioral Issues: The teacher will encourage an atmosphere of joy in learning for the students. They will calmly deal with students who misbehave. Classroom management rules will be in place, and students that break the rules will be dealt with based on school rules and guidelines that are already in place.

Changes can be made to accommodate specific IEP or 504 plans

Technology Integration to Support Learning:

The teacher will utilize the Smartboard to display fingering charts, as well as the page they will be practicing from in their Standard of Excellence book.

Class Assessment Rubric: Performing the notes C, D and E on the clarinet.

Classroom Teacher: _____

Grade: _____

	Outstanding - 4	Excellent - 3	Developing - 2	Needs Assistance - 1
Behavior	All students responded well and there were no behavioral issues.	Most of the students responded well and there were few behavioral issues.	Most of the students responded well, but there were some behavioral issues.	Some of the class responded well, but there were many behavioral issues throughout the lesson
Understanding of New Concepts	All students understood how to finger the different notes, and there were no issues while trying to play each note.	All students understood how to finger the different notes, and there were few issues while trying to play each note.	Most students were able to finger the different notes, and there were some issues while trying to play each note.	Some of the students were able to finger the different notes, and there were many issues while trying to play each note.