

EDTPA HIGH SCHOOL TRUMPET LESSON PLAN

Teacher: Kenneth Kamping

Lesson Title: Learning and developing skills to double tongue

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

Grade(s): 9-12

Central Focus: Students will be introduced to the concept of and practice double tonguing, as this skill is necessary in order to learn and perform many level 6 NYSSMA solos.

Essential Literacy Strategy: Students develop their music literacy through learning new techniques and seeing examples in music when they must utilize those techniques.

Requisite Skills: Students are able to read and understand musical notation, can produce a clear characteristic sound on the trumpet, and can clearly articulate notes normally.

Reading and Writing Connections: Students need to understand musical vocabulary in order to engage in conversations with the teacher about the task that is presented to them. The students will be reading the different syllables used in order to double tongue.

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:Pr5.1.E.HS1a

Artistic Process: Performing

Anchor Standard: 5 – Develop and refine artistic techniques and work for presentation

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Performance Indicator: Develop, apply, and evaluate appropriate rehearsal strategies to address individual ensemble challenges in a varied repertoire of music.

MU:Pr6.1.E.HS1a –

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 and expressive qualities in prepared and/or improvised performances of varied repertoire.

Developmentally Appropriate Learning Objectives Linked to Assessment:

Content Knowledge Objectives: Students will be able to clearly double tongue on a single note with 100% accuracy.

Process Skill and Concept Objectives: Students demonstrate their understanding of when double tonguing might be necessary in music by reading different examples where double tonguing is necessary to play the music.

Student Friendly Daily Learning Target (I can... or pose as a question): I will be able to double tongue on a single note on my trumpet.

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

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

Academic Language:

Vocabulary: embouchure, air-support, tonguing, double tongue, multiple tonguing, syllable,

Language Function:

Perform: Students perform multiple beats of double tonguing on a single note.

Respond: Students respond to trying to double tongue and follow the instructions the teacher gives.

Analyze: Students analyze when double tonguing might be necessary in music.

Evaluate: Students peer evaluate tone and clarity of articulation from one another.

Additional Language Demand:

Syntax: Students read musical notation in which double tonguing will be necessary. Notation on a music staff is an example of syntax in music.

Discourse: Students follow along with the teacher as they demonstrate how to alternate between tonguing with the “dah” syllable and the “gah” syllable, without looking at musical notation.

Monitoring Student Learning: Formal and Informal Assessment

Description of Assessment: The teacher will use informal assessment in order to gauge which students might be struggling with the concept of double tonguing and do their best to help that student.

What is being assessed: An understanding of how to double tongue with clarity in articulation and a good tone quality.

Assessment accommodations: Differentiated instruction will be given to those that need it, as described in their IEP or 504 Plan.

Feedback:

Type of feedback that will be given to students: The teacher will provide helpful hints such as reminding the students to keep their air-stream constant, use a firm articulation while articulating with the “gah” syllable, and remind students to keep their tone quality consistent while multiple tonguing.

What students will do with the feedback: Students use feedback to improve tone quality while double tonguing, as well as improve clarity with their articulations.

Instructional Resources and Materials:

Music stand

Pencil

Trumpet

Whiteboard/Smartboard

Connection to Prior Academic Learning and Requisite Skills:

Students are familiar with how to create a characteristic sound on their instrument and are able to articulate clearly using the “dah” syllable.

Connections to Cultural/Personal/Community Assets:

At the end of this lesson, students will have the knowledge and information to be able to begin learning Level 5 and 6 NYSSMA solos. NYSSMA festivals are an important event for high school musicians in any community and being able to perform higher level NYSSMA solos is seen as a very big achievement for many students.

Instructional Strategies and Learning Tasks that Support Diverse Student Needs:

Motivation: Learning an advanced technique on their instrument will give the students a sense of achievement and will enable them to learn more difficult music.

Sound Before Sight Procedure:

| Time | Teacher Action | Student Action |
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| 5 Minutes | The teacher will ensure that the classroom is set up for a lesson, with chairs and music stands in order. The teacher will greet students with a smile as they walk in and will instruct them to take out their trumpets and begin warming up using the long tone and lip slur exercises found in their warm-up packet. | Students will listen to instructions and begin warming up by playing through the long tone and lip slur exercises. |
| 2 Minutes | The teacher will then lead the class through an articulation exercise where they will play 9 eighth notes (1 measure plus a downbeat) on their written C, and go down chromatically to their written A, and then back up to the C. The teacher will have a metronome ready and will set it to 70 bpm for this exercise. The teacher will say, "Remember to keep the articulations clear, but not harsh". The teacher will repeat this exercise if needed, again reminding the students about using a firm tongue and a "dah" syllable to articulate. | Students will follow instructions and will perform the exercise to their best ability |
| 7 Minutes | The teacher will ask the students, "What syllable were we using to articulate?" The students will respond with a "dah" attack. The teacher will then describe how there are multiple ways to articulate and start the sound on a brass instrument. They will then pull up a diagram of a mouth on the Smartboard and describe how the "dah" attack is created at the front of the tongue. The teacher will tell the students how, "Sometimes in faster music, you are asked to tongue at a very fast pace. In order to make this easier and more achievable, you can do what is called double tonguing. This is done by articulating using two different parts of your tongue, or two different syllables." The teacher will describe to the students that the new syllable they will be learning is a "gah" attack by using the middle/back of their tongue. The teacher will ask the students to say the syllable "gah". After | The students will respond to the prompts presented to them by the teacher and will do their best to try and understand the concept of using a different part of their tongue to articulate. |

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| | that, the teacher will ask them to say it 4 times in a row. After that, the teacher will say, “Good! Now, let’s try playing that 8 th note exercise we did earlier, but this time we will articulate only by saying ‘gah’ and not ‘dah’.” | |
| 5 Minutes | The teacher will then lead the class through playing the 8 th note exercise they did at the beginning of the class at the tempo of 70 bpm again, instead this time articulating using the syllable “gah”. The teacher will lead the class through this exercise multiple times, reminding them to use a firm articulation and to keep their sound relaxed and warm. | The students will do their best to attempt the exercise given to them by the teacher and will listen to any feedback the teacher has for them. |
| 10 Minutes | The teacher will then have the students begin alternating between using the “dah” and “gah” articulations. First, they will play through the exercise using the articulation pattern DDDDGGGGD. The teacher will repeat this exercise if needed, reminding the students to keep the tongue firm and the tone relaxed. Once the teacher is satisfied with that exercise, they will change the articulation pattern to DDGGDDGGD. The teacher will repeat this exercise if needed. Once the teacher is satisfied with that exercise, they will then change the articulation pattern to DGDGDGDGD. The teacher will repeat this exercise multiple times and describe to the students that this pattern of alternating every note is called double tonguing. | The students will do their best to perform the exercises given to them by the teacher and will listen to any feedback the teacher has for them. |
| 7 Minutes | The teacher will then describe to the students that, “Clearly double tonguing at a slower tempo is very difficult, but it is important to have a good foundation on how to do it correctly before you begin attempting it at a faster tempo.” The teacher will then continue to lead them through this exercise but will increase the tempo in increments of 8 bpm. The goal will be to get to around 90/100 bpm, but this will be determined based on how the class is grasping this new concept. | The students will listen to the teacher and will continue to perform he exercises to the best of their ability. |
| 5 Minutes | The teacher will then ask the students to open up to page 175 in their Arban’s books and to look at exercise number 77. The teacher will then lead the class it trying to play through that exercise at 60 bpm. The teacher will remind the students to use a firm articulation and a consistent airstream while double tonguing. The teacher will repeat this exercise with the class multiple times and answer any questions they might have. The | The students will open up their books as stated by the teacher, will listen to the feedback given to them by the teacher, and will do their best to perform the exercise presented to them. |

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| | teacher will adjust the tempo depending on how well the students are doing. | |
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Closure:

The lesson ends with the teacher telling the students how this was just an introduction to this technique, and that the goal is for each of them to learn a solo that incorporates double tonguing in it. They will be told to practice exercise number 77 on page 175 of their Arban's Book at a specific tempo (determined during the lesson).

Student Reflection Exercise:

Students will be asked to practice exercise number 77 on page 175 of their Arban's Book at a given tempo (determined during the lesson) in order to continue working on their double tonguing.

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

Learning Disabilities (processing) and Communication Disorders: Teacher repeats instructions as needed and demonstrates correct tone and clarity of articulation for the student to try to replicate. 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 to use their tongue to articulate and uses large notation 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 will be posted around the room. 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 music and diagrams of a mouth in order to help show students how to double tongue.

Class Assessment Rubric: Learning to Double Tongue

Classroom Teacher: _____

Grade: _____

| | Outstanding - 4 | Excellent - 3 | Developing - 2 | Needs Assistance - 1 |
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| 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 use a different syllable to articulate and there were no issues while performing the exercises. | All students understood how to use a different syllable to articulate and there were few issues while performing the exercises. | Most students were able to articulate using a different syllable and there were some issues while performing the exercises. | Some of the students were able to articulate using a different syllable, but there were many issues while performing the exercises. |