

2012-2013 LESSON "SNAPSHOT"

Teacher: P. Brady
Course/Grade/Period: Piano Lab 4th

Week 0f: April.29-May.3
Unit Title: Piano 2nd Part C and G position-3/4 T.S.

List daily lesson topic and learning target (related to KCAS/CC 4.1)	Briefly outline daily instructional activities/agenda:	Check all instructional strategies that apply each week:	Check all Critical Vocabulary that apply each week:	
<p>I can...</p> <ul style="list-style-type: none"><input type="checkbox"/> I can identify and play/sing pitches in treble and/or bass clefs. (K,S,P)<input type="checkbox"/> I can identify and apply note values. (K,S,P)<input type="checkbox"/> I can identify and apply all dynamic markings. (K,S,P)<input type="checkbox"/> I can identify and apply all tempo markings. (K,S,P)<input type="checkbox"/> I can play pieces in proper positions based upon my instrument of choice. (K,S,P)<input type="checkbox"/> I can interpret a composer's intent by combining knowledge of pitch, note values, dynamics, tempo and style markings. (K,S,R,P)<input type="checkbox"/> I can perform music in a recital/concert setting. (K,S,P)<input type="checkbox"/> I can perform music in a group/solo setting. (K,S,P)<input type="checkbox"/> I can distinguish between good and poor tone quality. (R)<input type="checkbox"/> I can distinguish between good and poor blend and balance. (R)<input type="checkbox"/> I can distinguish between good and poor articulation. (R)<input type="checkbox"/> I can distinguish between good and poor intonation. (R)<input type="checkbox"/> I can distinguish between good and poor performance of my own and others. (R)<input type="checkbox"/> I can support my opinion of a performance using proper vocabulary. (K,R)<input type="checkbox"/> I can judge and critique any performance. (K,R)<input type="checkbox"/> I can write a critique of any performance. (Product)	<p>Agenda:</p> <ol style="list-style-type: none">1. I can identify and draw all notes in Treble and Bass Clef2. I can label and play basic rhythms.3. I can sit in proper posture with correct hand position.4. I can find and play in both C, G, and G positions.5. Continue on Point Sheets	<ul style="list-style-type: none"><input type="checkbox"/> Daily rehearsal and practice that involves drills,<input type="checkbox"/> repetition,<input type="checkbox"/> immediate feedback,<input type="checkbox"/> learning by imitation as well as reading symbols,<input type="checkbox"/> questioning and self-evaluation<input type="checkbox"/> recitals/concerts<input type="checkbox"/> Listening to recordings of other group performances as well as the students' own followed by group and individual discussion of correct style, pitches, rhythm, tone quality, blend and balance and articulation.<input type="checkbox"/> Rehearsals/practice in front of others,<input type="checkbox"/> Solo and Ensemble Festival<input type="checkbox"/> Large Group Festival<input type="checkbox"/> Community Performances<input type="checkbox"/> using feedback from judges' sheets<input type="checkbox"/> record rehearsals and evaluate<input type="checkbox"/> Guest speakers and performers<input type="checkbox"/> Using Projector and Video<input type="checkbox"/> Use computer lab	<ul style="list-style-type: none"><input type="checkbox"/> Accidental<input type="checkbox"/> Sharp<input type="checkbox"/> Flat<input type="checkbox"/> Natural<input type="checkbox"/> Pitch<input type="checkbox"/> Treble clef<input type="checkbox"/> Bass clef<input type="checkbox"/> Ledger lines<input type="checkbox"/> Grand Staff<input type="checkbox"/> Key signatures<input type="checkbox"/> Modulations<input type="checkbox"/> Meter signatures<input type="checkbox"/> Duple meter<input type="checkbox"/> Triple meter<input type="checkbox"/> Simple meter<input type="checkbox"/> Compound meter<input type="checkbox"/> Mixed meter<input type="checkbox"/> Measure<input type="checkbox"/> Barline<input type="checkbox"/> Whole note/rest<input type="checkbox"/> Quarter note/rest<input type="checkbox"/> Eighth note/rest<input type="checkbox"/> Sixteenth note/rest<input type="checkbox"/> Dotted rhythms<input type="checkbox"/> Syncopation<input type="checkbox"/> Ties<input type="checkbox"/> Slurs<input type="checkbox"/> Polyrhythm<input type="checkbox"/> Major<input type="checkbox"/> Minor<input type="checkbox"/> Leading tones<input type="checkbox"/> Suspensions<input type="checkbox"/> Arpeggios<input type="checkbox"/> Scales<input type="checkbox"/> Form<input type="checkbox"/> Whole Steps<input type="checkbox"/> Half Steps<input type="checkbox"/> Scale degree<input type="checkbox"/> Tutti	<ul style="list-style-type: none"><input type="checkbox"/> Voice parts<input type="checkbox"/> Instrumentation<input type="checkbox"/> Improvisation<input type="checkbox"/> Pulse/beat<input type="checkbox"/> Adagio<input type="checkbox"/> Andante<input type="checkbox"/> Largo<input type="checkbox"/> Allegro<input type="checkbox"/> Vivace<input type="checkbox"/> Presto<input type="checkbox"/> Pianissimo<input type="checkbox"/> Piano<input type="checkbox"/> Mezzo Piano<input type="checkbox"/> Mezzo Forte<input type="checkbox"/> Forte<input type="checkbox"/> Fortissimo<input type="checkbox"/> Crescendo<input type="checkbox"/> Decrescendo<input type="checkbox"/> Ritardando<input type="checkbox"/> Accelerando<input type="checkbox"/> Fermata<input type="checkbox"/> Grand Pause<input type="checkbox"/> Rubato<input type="checkbox"/> Rallentando<input type="checkbox"/> Timbre<input type="checkbox"/> Tonal Center<input type="checkbox"/> Solfege<input type="checkbox"/> Tessitura/Register<input type="checkbox"/> Resonance<input type="checkbox"/> Vibrato<input type="checkbox"/> Syllabic emphasis<input type="checkbox"/> Accent<input type="checkbox"/> Staccato<input type="checkbox"/> Legato<input type="checkbox"/> Marcato<input type="checkbox"/> Allargando<input type="checkbox"/> Diaphragm<input type="checkbox"/> Chromaticism<input type="checkbox"/> Whole Tone Scale

Please post completed form for each course you teach weekly. (Updated 7/11/11)

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