

Instrumental Lab - Episode 1 Lesson Plan	
Name: Starr Desmond	Date: October 2, 2020
Lesson Title: Let's Get Jiggy with Gustav Holst's St. Paul's Suite	
Lesson Objectives/Instructional Outcomes. Students will: <ul style="list-style-type: none"> -discuss who Gustav Holt was and why the St. Paul Suite was one of his most infamous pieces of work -discuss what a Jig is, and how it is connected folk music -participate in a dance exercise that will help students feel the difference between the the 6/8 and 9/8 time signatures -play the first 12 measures of the Jig portion of the Suite 	
Relationship to Overarching Learning Goals The ultimate goal of this lesson is for the students to understand the background of the piece before playing the music as well as being able to feel and play the switch between 6/8 and 9/8. The discussions and dance activity should allow the students to achieve these goals.	
Instructional Materials/Resources: <ul style="list-style-type: none"> -Sheet Music for the Piece -Their instruments: violin, viola, cello or bass -My computer 	
Methods and Instructional Strategies Demonstrating PST's: Content and pedagogical knowledge. <ul style="list-style-type: none"> -Students will be focusing on learning how to play over changing time signatures as well as playing at a Jig tempo which may be challenging at first but these two skills will help prepare them to play more advanced pieces. 	
Anticipated Student Misconceptions: <ul style="list-style-type: none"> -Students may feel embarrassed to move and dance in front of one another -The Jig tempo may make students feel discouraged or they may try to 'fake' play because it is 'too' fast. 	
Concept Prerequisites (previous knowledge required): <ul style="list-style-type: none"> -Beginners skills of their given instrument: violin, viola, cello or bass -The ability to read music -The ability to sight read and play music 	
Introduction/Doorway in: How will you draw the students in? <ul style="list-style-type: none"> -I will open up the floor in a discussion that will lead us to understanding the background of the piece and how the first movement is a jig. -Then I will announce "LETS GET JIGGY WITH IT" and we will dance to begin feeling that contrast between 6/8 and 9/8. 	

Instructional Activities:

Includes questioning techniques, grouping strategies, pedagogical approaches.

2 mins: -Introduce class to Gustav Holst, and where the piece is inspired from

-Ask class if they know what a Jig is? (provide answer if class does not know)

-Once we know a jig is a dance how would we describe it? What are some emotions that go with jig dancing?

4 mins: -LETS GET JIGGY WITH IT dance exercise

-Play piece at .75 speed on YouTube video: (be the first example of movement for class)

-on 6/8 measures stand up tall and swing our arms to the dotted quarter pulse

-on 9/8 measures lean forward as if you were walking through a tunnel

-Get a volunteer to demonstrate for class

-Try it all together 2 times (first time i do it with them, second time I conduct them)

3 mins: -Remind class to feel that switch between meters while playing the music.

-Have class play mm1-12 on string: Violins-open D Viola-D Cello-F and Bass-F only focusing on the rhythm.

-Remind the class to really emphasize the notes in mm 9 & 11

3 mins: -Have class try to play it as confidently as they can on their correct notes at about half tempo
(since bass doesn't play have Victoria do the dance part)

-Last time try playing at full tempo and try and have fun!

Culminating Activity:

How will the students demonstrate their learning?

Students will demonstrate their learning by:

-participating in the dance exercise

-participating in the discussion

-playing their instruments on both exercises

Differentiation According to Student Needs:

Indicate the strategies you will use to address diverse student learning needs. Include accommodations for students with an IEP or 504, cultural, or linguistic needs.

-For students with IEP plans I could give them the music before class and color code the score for all of the time signature changes. I could also send them a video of me doing the dance activity so that they have time to practice it before class.

-For students with physical disabilities I could come up with an alternative jig dance exercise so that they would be able to participate

Assessment (Formative and Summative):

Indicate the type of assessment most appropriate. For example, sample questions, tests, rubrics or other.

-Watch the students participate in the activities and play their given instruments

Framework Alignment:

Indicate the MA Arts Standards covered in this lesson. Creating, performing, Responding and Connecting.

Perceive and analyze artistic work. (3-4.M.R.07)

Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation. (MU:Pr6.1.4a)