

Burris Teaching Lesson Plan: When You Wish Upon a Star

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April 6th, 2023

8:00am

High School Band

Prerequisite Skills and Knowledge

Students should be able to play a concert Bb scale and Eb scale.

Students should be able to play “When You Wish Upon a Star” with note accuracy.

Students should be able to understand, hear and control their dynamics, both individually and as a group.

Objectives

At the conclusion of this lesson, students will be able to:

- Play “When You Wish Upon a Star” with appropriate phrasing and blending of harmonies.
- Understand what phrasing is, and different ways to accomplish it individually and as a group.

Standards

- **Anchor Standard 5:** Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.
 - **9-12 (LR.5.12.1)** Recall explore, comprehend, and apply appropriate music vocabulary.
- **Anchor Standard 8:** Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation.
 - **9-12 (P.8.12.4)** Maintain pitch and rhythm accuracy, tone quality, tonal center, a steady beat, exemplary technique, and appropriate style while playing unpitched, melodic, and harmonic instruments to both portray and challenge the composer’s intent.
 - **9-12 (P.8.12.3)** Play both rhythmic and tonal ostinato, canon, counter melodies, drones and descants, as modeled and/or visually notated, to create harmony and play instruments in three or more parts.

Materials

- Score
- Baton

Procedures

0:00 Welcome the class

- Ask student's how they are doing on a scale of 1-5
- Since we will be playing a Disney song, ask students what their favorite Disney movie is.

0:02 Long Tone Exercise/Contest

- First have students' breath in for four beats, and out for four
 - Make sure students have good posture.
 - Sit up nice and tall
 - Feet flat on the floor
 - Edge of the seat
 - Transition to long tone exercise
- On cue, have students' breath in and start playing concert Eb together. As each runs out of air, they can put their instruments down.
- May need to do this contest twice, once with everyone, and a second time with Burris students only.
- Have percussion count to see how long the champion can hold the note.
- The goal is both how long they can play, as well as their tone quality.

0:07 Phrasing discussion

- Ask students what they think the term "phrasing" means.
 - A phrase is a group of notes that has a definite beginning and end.
 - Think of it like a sentence. We don't talk with short, choppy and interrupted speech.
 - Good - morn-ing- class- To-day – we – are – go- ing- to – make – mu-sic.
 - Instead we take the words, and we shape it using voice inflection. We can do the same thing with phrases in music.

0:08 Concert Eb scale

- Students will play a concert Eb major together. Students will focus on their phrasing. (don't repeat the top note)
- Ask students how they want to shape the phrase.
 - Ex: Crescendo as they go up, diminuendo as they come back down.
 - Ask percussion for input. Percussion can also judge whether or not the rest of the band accomplished the phrasing.
- Do these 2 or 3 times with different phrasing examples.

0:10 Play “When You Wish Upon a Star” all the way through.

- As you play, think about the shape of each line.

0:12 Break the song into chunks and focus on phrasing.

- First start with box 13-14 (8 measures)
 - Who has the melody? (Woodwinds?) Have just the melody play.
 - Ask everyone how the melody should be shaped?
 - Think how should this be sung?
 - Have the melody try it again with the phrasing.
 - Add everyone else in but have them support how the melody is shaping the phrase.
- Box 14-15 (8 measures)
 - Same concept as before. Find out who has the melody. If students have moving lines have them bring that out.
- Box 16-17 (9 measures)
- Come back to box 15-16 if time permits.

0:18 Last Run Through

- Play through the sections worked on one final time.

0:19 Assessment

- Ask students what they thought of the final run through.
- Ask students what the musical term “phrasing” means and how we can change the music to better shape the phrase.

0:20 End

Assesment

Assessment will be informal and done by asking students questions throughout the class, as well at the end of the class.