Alexander Floury

Wind Ensemble Trumpet Sectional

Plainwell High School

Lesson Plan

**Opening Statement:** Today we are going to work on Alligator Alley. Open up to measure 52. We are going to work on making sure that the accents pop. The key to making this piece interesting and musical is the accented parts. If we can do it properly, it will sound dance-like.

**Objective:** Students will be able to play Measures 52-68, 78-88, 127-141, and 148-155 with correct rhythm and style at tempo.

**Secondary Objective:** Students will be able to play Measures 52-68, 78-88, 127-141, and 148-155 with correct dynamics.

**Task Analysis:** Begin at a moderate tempo to grasp any possible rhythmic problems. Make sure that students have pencils.

* Start at M.52 and go until measure 64
* Analyze the first run-through. Make sure that all rhythms and notes were correct. If not, remind the students to really focus in on every note. The students should have had notes and rhythms down since the end of week 2. It should not be a problem.
* Go through again, but fix the mistakes this time. If the mistake is made again, isolate just that measure and repeat it until they have played the measure three times correctly. Take any tempo. Just work it back up to moderate tempo.
* Now it is time to dig in. Demonstrate how a muted trumpet should sound. There should be a noticeable buzz. It requires a little more air to get the correct sound. Have them make the desired buzz on the C# from measure 52.
* Encourage them to do that every time. Now that we have the correct timbre lets make the accents pop. Focus on hitting ALL accents. Make sure that EVERY trumpet gets EVERY one. No one left behind. If that means repeat one measure 10 times slowly...that is fine.
* Take your pencils and draw a line right before beat 2 of measure 54 and right before the & of 3. Also beat 1 measure 58 cross a line through beat 1. Cut that tie off so that you can slingshot into the next part. This goes for all measures just like these one throughout the piece. The separation between notes is what will make the accented parts pop
* It should feel dance-like. Measure 67 is a weird measure ask them why...Accent on the & of 2. It is because all the other parts are playing what they had earlier.
* On to measure 78 – remember that we echo the band. Trumpets, Horns, and Marimba come in one measure after they do. **Teacher: Repeat the same concepts from above.**
* 127 – Remind them this is a fugue among the band. Trumpets play with Clarinets and Alto sax.
* The key here is cutting off those ties. If you bleed over into the ties then you'll be behind.
* Everything with a duration of 1 and a half beats should really have space. So make sure you jump off of the dotted quarters as well. **Teacher: Repeat the same concepts from above.**

**Evaluation:** If the students are correctly performing the musical passages that are being addressed in context then it was successful. Run-through the whole piece at the end if you want and pay close attention to see if they retained what was just worked on.

**Closing Statement:** Thank you for respecting me like Mr. Mundo and keep up the good work.