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Warm-Up Lesson in Class

I had a different situation because my cooperating teacher had me do my warm-up literally right before I did it in class. It was interesting because after I did it for my beginners, I knew that the Jacobs class would obviously be much better at the warm-up but some things still threw me off guard a bit. By the end of the lesson, my goals were to have their chops warmed up, as well as work on counting skills, rhythm skills, and even teach them a new time signature. In general, I knew my lesson plan and I knew how to execute it.

I started out by just doing a simple call and response clapping to bring in the young middle schoolers. This worked with the IU class as well though. It was simple and brought everyone together, showing them that it was time to rehearse, while still making it a musical activity that related to later in the rehearsal. I was also able to do a small aural skills part by playing a note, hiding my fingerings, and having everyone repeat the note in the rhythm I gave them. I knew the IU students would get it much quicker, but they were spot on from the very first time they repeated it and I was just surprised there wasn't anything I could do to fix that part since they played it perfectly the first time.

My next activity was to warm the student's chops up because they are young and they need long-tones and slow playing would warm beginners up since they don't know how to do that yet. So during class this was a little more awkward because there was not as much to work on with everyone, even if it was simple long notes. I moved on to more complicated patterns

other than whole notes to still warm their chops up, but I was able to still fix things even with the IU class. Cut-offs and sustaining notes were something that I even addressed during our class. I then moved into counting a pattern again and having them repeat the pattern. This worked again and it fit with my objectives from earlier, sequencing the rhythm clapping multiple points throughout the warm-up. As request of Mr. Pratt, the students were about to learn 2/4, so I chose a 2/4 rhythm to work on and count. I had been sequencing and adding rhythms and clapping and counting to get to this part, and I think it helped. The IU students were obviously going to get it and be able to count the rhythms right away, so I made sure to plan extra time when I did it in my practicum setting. I might have asked the students to count some of the warm-up passages we did, so they might have gotten a little more used to the counting as well. But my goal was to teach them 2/4 and be able to count it. The IU students easily did it, so it's just putting it to use in my practicum setting. I didn't have time to really get into the next and last part of my warm-up though. I was going to run through a small "excerpt" from the book that was harder than things we had just done. I was going to work on note accuracy, rhythm, the canon, and counting all of it like we had just worked on. In the IU setting it was a little awkward because my time was out so we just ran it without doing any work or meaning to it.

Overall, I think my objectives were good in theory to get the students what I wanted, as well as my practicum teacher. They may have seen pretty small, but they will be pretty difficult for the beginners he has. Like I said earlier, I might add counting a time or two before working on the 2/4 passage, or I might try another activity to really hit home with counting like having them find a passage to count to me or something. It was hard to assess how this type of thing actually resonated with the IU students because it was so basic that the stuff we did was easier than

most people's warm-ups. In theory, I think most of my lesson would work though. It will take longer to actually do in the class setting, but it has good objectives and I think they are attainable for the students; not too hard but not too easy.