

Chamber Music in the Classroom Lesson Plan

Teaching Artist Name	Seattle Chamber Music Society
Course Title	Chamber Music in the Classroom
Course Type <i>(please check all that apply)</i>	<input checked="" type="checkbox"/> Cultural arts residency <input type="checkbox"/> Integrated arts residency Partnering Course: _____ <i>(For integrated residencies only, name the partnering subject area, i.e. – language arts, math, science, social studies, etc.)</i>
What grade(s) is the residency for?	Grades 6-12
Schedule Information	<u>3-5</u> Number of sessions <u>1 hour</u> Length of each individual session <u>3-6</u> Total hours (an additional hour is included for a performance)

Course Description:

SCMS brings professional Teaching Artists into orchestra and band programs at public schools to facilitate the teaching of a unit on chamber music (small ensemble classical music). This enables music students to gain experience working in small teams, increasing their collaboration and listening skills while introducing them to a new way of playing music as students and into adulthood.

Materials & Space:

Other than sheet music, no additional supplies are required for the Chamber Music in the Classroom program. Orchestra and band students already have instruments and accessories needed to rehearse. Multiple small spaces are needed in order to coach each music ensemble. This can be done in practice rooms, in corners of the main orchestra room, in hallways, or other available spaces.

Big Idea:

Music students do not often have the opportunity to perform in small ensembles, missing out on an extremely collaborative and engaging way of creating art. Research has linked chamber music to improved communication and workplace skills because it is a collaborative activity, but each musician is solely responsible for their segment of work – which differs from an orchestra setting. We believe that chamber music experience improves these skills, and that it creates a deeper connection to music for students that participate.

Lesson Objectives and Student Learning Assessment

Learning Objectives <i>What I want my students to know and be able to do.</i>	Assessment Criteria <i>What I will observe in my students – traits that can be seen and/or heard.</i>
1. Collaboration – students will work as a group to make choices about the music. Choices include tempo, mood, exact dynamics (volume level), which musician takes the lead role during different periods.	1. Students play the music with “one voice,” matching each other’s tempo, tone, and level of volume. Students demonstrate that they understand and are implementing the choices the group made together.
2. Communication – active listening and reacting to others in real time, giving non-verbal cues to others.	2. Students will make eye contact with every member of the ensemble while performing. The music stays exactly together. Students follow the unspoken communications of the musician with the lead role at any given time.

Vocabulary (optional):
Chamber Music Active Listening Various musical terms (fermata, rubato, tremolo, etc)

Instructions:

Sample DAY 1:

- Opener ____ Introductions & Setting Expectations _____
The opening activity is informed by the classroom teacher, who best knows what the students' expectations are and how they will respond to the Chamber Music in the Classroom experience. It may involve an introductory speech to the entire class from a Teaching Artist or the classroom teacher, or the introductions could take place within the individual ensembles with their assigned Teaching Artist.
- Activity title and description __Playing in a chamber ensemble: introduction_____
 - Students are broken out into their previously assigned small ensembles (for example, a string quartet)
 - Teaching Artists introduces themselves and conduct a brief get-to-know-you activity with their ensemble
 - Students are asked to play through what they have learned so far of their assigned piece of music
 - The Teaching Artist may wait until they have finished, or may interrupt their play in order to begin the coaching and learning process. Coaching emphasizes the need for active listening (which is defined and demonstrated if needed), proper playing technique, and the ability for the group to make decisions on their own about how to interpret the music.
- Closer _____
Our Teaching Artists do their best to follow the usual rituals of each class, as directed by the classroom teacher. We believe consistency is important for student learning. Musicians have to put away their instruments and often need to re-format the chairs and music stands that have been moved into different rooms and different configurations prior to the bell ringing. Our Teaching Artists assist in re-arranging the room and are available for conversations with individual students if there is time remaining.

Remaining Sample Sessions:

Day	Daily Goal	Supporting Activities
2	More decision-making about their music	Teaching Artists coach the students on the different options and guide them to try out different variations before choosing an interpretation
3	Musical decisions finalized – work on playing collaboratively	Teaching Artists ask students if they are following through on their musical choices; work on actively listening to one another: try to change the tempo with all eyes closed
4	OPTIONAL DAY – Technique and final polishing of the piece	Focus on technique of the group, including tuning, intonation, bow control, posture.
5	OPTIONAL (but preferred) – Musical Performance	Students perform excerpts of their work in front of family and/or peers.