

**Objectives:**

***Skills***

***Dexterous:*** As a result of this lesson students will be able to perform ascending step-wise and skipping patterning using the first three notes of the concert Bb scale by correctly executing echo patterns with 80% or more accuracy.

***Aural:*** As a result of this lessons students will be able to demonstrate an understand of how the angle of the clarinet and the posture effect the sounds produced on their instrument. Students who currently demonstrate the correct playing posture for 95% of the lesson will receive a check mark on the class list for day.

***Translative:*** As a result of this lesson students will be able to make connections between the note name, the solfège syllable, and the finger of the first 3 notes of the Concert Bb scale with 80% accuracy as assessed by the finger chart coloring assignment given at the end of class.

***Knowledge*** – As a result of this lesson students will be able recall the correct fingerings for the first three notes of the Concert Bb Flat scale. As demonstrated by a “Pop the Fingers” game which students will execute with 80% or more accuracy.

***Understanding***– As a result of this lesson students will demonstrate an understanding of the steps to take in order to correctly assemble the clarinet. Students will demonstrate this knowledge by completing an exit slip that requires them to write out the assembly steps with 90% accuracy.

**Materials:** Instrument to demonstrate, lesson plan with melodic patterns, metronome, dice,

**Accommodations:** Some students may require individual attention setting their embouchure.

**Method:**

***Advanced Organizer:*** “Good morning grade 7! Today we have our introductory lesson on the clarinet. By the end of class today we will all know how to set up our clarinets, form a clarinet embouchure, and play three notes on the clarinet. Let’s get started.

**Mouth Piece set up and forming the embouchure: 5 Minutes**

- Alright grade sevens, please put your clarinets on the floor in front of you with the logo face upward. Once you have done this you may open your instrument.
- How many pieces of the clarinet are there?
  - o 5
- The first thing that we are going to take out of our case is our reed, stick your reed in your mouth and get it wet.
- Once you feel like your reed is wet enough you can place your reed on your mouth piece, like this (show). You want to try to have a sliver of black showing at the top. When you have your reed put your mouth piece up in the air for me to see.
  - o Go through and check everyone’s reed placement
- Next we are going to put out mouth piece onto the barrel
  - o Show students what the barrel is.

- Using a twisting motion, you can put your barrel and mouth piece together.
- Now we're going to work on forming our embouchure- the embouchure is what your mouth does when playing the clarinet.

### **Forming the Embouchure: 5 Minutes**

- Have you ever put on lip chap before?
- I want you to think about how you put on lip chap
  - o Visual demonstrate this to students
- Do you see how your bottom lip is slightly rolled over when you do that? That is where your clarinet sits
- The next thing I want you to do is say eee oooo. This should bring the corners of your mouth in
- Now let's put the clarinet in our mouths, with your bottom lip rolled over your teeth saying eee oo, and resting our teeth on the top of the mouth piece, let's take a big belly breath and make our first sound.
- If you are having trouble making a sound trying to get your tongue higher by hissing like a cat.

Evaluate students sounds and help student get as clear of sound as possible.

### **Instrument Set up: 7 Minutes**

#### **The instrument**

- Alright grade sevens, now we are going to put the rest of the instrument together.
- Can you take out your upper joint and using the same twisting motion can you put your mouth piece and barrel onto the upper joint
  - o Show what upper joint and demonstrate how to put it on.
- Can you take out your lower joint
  - o (show students the lower joint)
- When putting the upper joint on, gently squeeze the keys and twist. The clarinet should go together easiest this way
  - o (demonstrate for the student)
- Lastly Can you take out your bell
  - o (show students the bell)
- We are going to put these pieces together. Holding your bell in one hand and the rest of your clarinet in the other, please put the two pieces together use twisting motion
- Now that are clarinet is together

### **Posture 7 Minutes**

- Now that we have the clarinet together let's try to play into with the same embouchure that we used when we were just playing on the mouth piece and barrel.
  - o Can anyone tell me what the steps are to form a clarinet embouchure?
- With your clarinet embouchure, take a breath and play after my count of three
- Great, now that we have our first full clarinet sound, what do you think are some ways that we could adjust?
  - o Do you think the way that we sit would affect how we sound?
  - o Do you think the angle that we hold our instrument makes a difference in our sound?

- Do you think position of our hands makes a difference?
- I want you to try out these different things and see what you notice about how sound changes, what makes it better, does anything make it worst?
  - Discuss what they noticed?
- When we play, we want to have the best possible posture, to have the best possible sound good posture looks like
  - Sitting on the edge of our chair,
  - Feet on the floor
  - Left hand on the top of the clarinet, right hand on the bottom
  - Sitting with a straight back, like are spine is a clarinet

Now we are reading to play our first note.

### **The first Notes: 16 minutes**

- Teach students C
  - Have the students walk their fingers down – F, E, D,C
  - Check their fingers and when they are all on C count them in and have the play and hold the first note
  - Tell students the C is Do in Concert Bb
  - Do echo patterns on C
    - Some student will likely articulate using their breath, introduce the concept of tonguing, (tip of the tongue to the tip of the reed) but don't focus on it, that's a lesson for another time
- Teach students D
  - Have the students walk their fingers up to D
  - Reinforce that "D" is the thumb and fingers 1 and 2
  - Tell students the D is Re in Concert Bb
  - Have students play and hold D when their fingers are correct
  - Play echo patterns on D
  - Play echo patterns between D and C
- Teach students E
- Teach students D
  - Have the students walk their fingers up to E
  - Reinforce that "E" is the thumb and first finger
  - Tell students the E is Mi in Concert Bb
  - Have students play and hold E when their fingers are correct
  - Play echo patterns on E
  - Play echo patterns between E and D
  - Play echo patterns between E, D, and C
    - Start with stepwise motion than go to skips

### **Popping fingers**

- Play Popping Finger with students using a dice.
- Assign each note a number, C-1, D-2, E-3
  - If they role a 4, 5, or 6 they divided the number in half and play the corresponding note

Jayna Butler  
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- Give students turns to roll the dice, have them shout out the number that they rolled.
- As soon as student know the fingering they play the notes

“Grade 7, today we learnt how to set up the clarinet, how to form a correct embouchure and playing posture, and how to play the first 3 notes of the concert Bb scale on clarinet. I am going to pass out a fingering chart for the clarinet and by next class I would like you to colour in the fingerings for C, D, and E and write the solfege in concert Bb next to them.

**Assignment:** Colouring of first three notes of C, D, E on a fingering chart.

**Post-Lesson Reflection Notes and Subsequent Activities:**