

Sample Lesson Plan for:

A music major that does NOT have a concentration in performance. (Music education, music business, music therapy, music theory and composition, etc.)

Lesson Start

- Verbal Check In
 - How are classes going?
 - How has practicing been this week?
 - Any concerns with the materials being worked on?
 - Any questions that came up?
 - What did you work on the most?
- Basic Warm-Up Together
 - Remington Long tones on middle F, middle Bb, and lower Bb
 - Bass trombonists will start with lower Bb
 - Articulation work on a major scale
 - First scale picked by professor, second scale picked by student

Scale Check-In

- Check in on the student's major scales and natural minor scales. As a second year student, they are expected to know all major scales, an F to F chromatic, and starting to work on natural minor scales.
 - Student will pick first major scale, professor will select 3 others.
 - Student will pick first natural minor scale, professor will select 2 others that have been previously worked on.
- Assign 2 new natural minor scales to work on for the following lesson.

In these scales, the professor is listening for note accuracy, proper slide technique, intonation and aural development, and articulation style. For tenor trombonists, all scales are two octaves except for C, which is 3. Bass trombonists will always do 2 octaves.

Sight Reading

- The student and professor will play one duet from the Blazeovich duet book.
 - The professor will pick whether they would like the student to take the top or bottom part on the duets.
 - We work on duets to practice listening to the other player, intonation, matching styles, and building up sight reading ability.

Etude/ Technique Book Check-In

- The student has been working on low range trigger work, and beginning to read in tenor clef. The student will play Clarke Study # 2 first.

- The professor will be listening to the ease of movement and fluidity of notes in the low range, and how well the student is using the trigger.
- Time permitting, the student will then play Blazeovich Tenor Clef study etude.
 - The professor will be listening to tenor clef accuracy, as well as musicality and technique.
 - This student is a music education major. We will talk about the importance of being able to read in different clefs, and how they will help their work as a future band director.
- After both etudes have been worked on, the professor will assign more work out of either etude book/ study.

Solo Check- In

- The student has been working on movement I of Serocki's "Sonatina for Trombone and Piano." The student will eventually be playing this solo, as well as harmonic minor scales and a Blazeovich etude for their jury at the end of the semester.
 - I will have the student play through what they have worked on in the solo.
 - In the lesson, I will focus on musical expression, intonation, slide technique, articulation technique, and how well the student is interpreting the piece.
 - Since the student is not a music major, I will also ask them some questions about the solo from an outsider's perspective.
 - Example: "What era was this composed during? Classical? Romantic?"
 - What can you tell me about the composer?
 - What lessons can you take from playing trombone and apply to your other classes?

Lesson Wrap-Up

- The professor will congratulate the student on a good lesson, and emphasize the things that they have been doing really well, as well as touching on what they need to focus on a bit more in their individual practice.
- The professor will remind the student of what they need to work on for the following week.