

## Sample Lesson/Session Plan Template B: ARSM Unit 1a

Name of Candidate Grade 4	Number of participants 1	Age/Year Group 12	Date of Lesson
Learning Objectives/Outcomes: <ul style="list-style-type: none"> <li>• A: Understand how to approach Ibert's <i>Danse du Cocher</i>, and its technical demands</li> <li>• B: Developing effective staccato playing, and balanced textures in a fast piece</li> <li>• C: Understanding the structure and its direct relation to the dynamic markings</li> <li>• D: Effective and subtle pedalling to add further colour</li> </ul>			
Activity	Timings	How Learning Objectives are met	
Starter/Warm-up <ul style="list-style-type: none"> <li>• Explore the context of this piece within the <i>Histoires</i> collection, and how the title of this piece can be reflected in the music. Listen to some recordings for reference.</li> </ul>	5 mins	Look at Ibert's entry on Grove's <i>Dictionary of Music</i> .	
Main activity/activities <ul style="list-style-type: none"> <li>• Hands separate practice, to ensure that a loose wrist and focused fingerwork allow for a clear staccato in both hands. Use G major scale as a practice exercise.</li> <li>• Still hands separately, practice one passage at a slow metronome mark, and slowly increase as long as wrist continues to be flexible. Start again, hands together, but use a more limited range of the metronome to ensure clarity and accuracy.</li> <li>• Analysis of structure into 4-bar phrases, and how dynamics are directly related to the music material</li> </ul>	5mins	Markings on score, flexible wrist, even tone	
	10mins	This is a long-term progress to achieve full speed, but there will be a significant gap between the slowest and fastest metronome markings.	
	5mins	Markings on score, practice four-bar phrases.	
Plenary and review <ul style="list-style-type: none"> <li>• Play four bar phrases, hands together, then join them as an exercise to show how practice should be done at home.</li> <li>• Play one four-bar phrase at different dynamic ranges, particularly showcasing the difference between forte and piano.</li> <li>• Add pedalling to final bar.</li> </ul>	8mins	Discuss practice for the week, and how this will be organised. Reinforce the need on working on short phrases, hands separately and together, and always maintaining a relaxed wrist for focused staccato.	
Notes on differentiation, including potential extension activities <ul style="list-style-type: none"> <li>• Add different scales to expand staccato practice, of keys/chords included in the piece (E minor, D major, A minor).</li> <li>• Play melody in unison, both hands, to achieve evenness in movement between the two hands.</li> <li>• Exercise on wrist rotation in final four bars.</li> </ul>			
Resources required <ul style="list-style-type: none"> <li>• Grade 4 Book</li> <li>• Internet access to biography and recordings</li> <li>• Piano</li> </ul>			
Additional notes <ul style="list-style-type: none"> <li>• Be gentle / cautious at how much you increase the speed of performance, and encourage a lively outcome. It may take longer for some pupils - too much speed too soon can develop unnecessary tension.</li> </ul>			