Jesse Mack

Period 1

**Strategies**

1. “Can you hear your neighbor?” “Can you hear the section across the room?”
2. Play one note at piano, Play the rhythm at piano, play section at piano
3. Finger and sing, play
4. “Sing how you want to play.”
5. Winds clap beat, Percussion play their part, then winds play with percussion
6. One snare plays the beat, the others play their parts

Period 2

**Strategies**

1. Tah articulations, tah and finger, play
2. Point and say, sing and finger, play
3. “Can somebody tah the rhythm for me?”
4. I sing, they sing back to me (with dynamics)
5. Hold one note, “play with the same kind of tone as you did that single note.”
6. Go beat by beat and hold each note. “Maintain that kind of sound as we play it at the real tempo.”
7. Play at a slow tempo, to allow for tone quality
8. “Take 20 seconds and check the fingerings with a neighbor.”

Period 3

**Strategies**

1. Point and Say (get behind them), Sing and Finger, play
2. “Hold up the fingering for this note!”
3. “Could somebody tah the rhythm for me?”
4. I sing, they sing (go up and point in their music)

Period 5

1. **Strategies**
2. Tah articulations, tah and finger, play
3. Point and say, sing and finger, play
4. Ask for volunteers to demonstrate
5. “Can somebody tah the rhythm for me?”
6. I sing, they sing back to me (with dynamics)
7. Clap, sing and finger
8. One side of the class claps the beat, the other side plays then switch
9. Hold one note, “play with the same kind of tone as you did that single note.”
10. Model on Cl