TTOC Plan: Student-Led Rehearsals

Hello and thank you for TTOC’ing today! For each ensemble class, please follow the Sequence and Tasks below. The time column is there for you to make note of the time to help the student leaders with the pacing of the rehearsal. Typically, I chunk up the class time according to the songs we are rehearsing, but this can also be done to include sectional time (where instrument groups break into smaller groups to rehearse) or any other way students would like to practice.

Students will need to complete the *Student-Led Rehearsal Worksheet and Reflection* and return it before the end of class. If copies have not been prepared for you already, please make copies for each class.

Student leaders for Band 9 are:

Student leaders for Sr. Band are:

Student leaders for Choir are:

Student leaders for Jr. Jazz Band are:

Student leaders for Sr. Jazz Band are:

Student leaders for Musical Theatre are:

\*Student leaders will be able to help you with directing the rehearsals as well as operating all technology in the music room.

Students you should be aware of:

I have every confidence that you will have a great day. My students are VERY chatty, but kind and helpful. They understand my expectations for their behaviour and attitude, and I don’t anticipate any problems; however, if something does occur, please let me and the administration know. Ms. Rajabally is the VP overseeing the Fine Arts Department and will support you as needed.

Thanks again,

Ms. Janet Irvine

Class:

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Sequence | Tasks | Notes |
|  | First 5-10 min | * Take attendance
* Have a student leader take the class through Breathing Gym
* Have a student leader take the class through a warm-up routine
* After warm-ups, please lead students through the Rehearsal Worksheet (all students should have the same answers on the first page)
 |  |
|  | First chunk of rehearsal | * Student leaders will lead the rehearsal and follow the rehearsal worksheet they created together
 |  |
|  | Second chunk of rehearsal | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Third chunk of rehearsal | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Fourth chunk of rehearsal (if needed) | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Last 5-10 minutes | * Gather students back together if they separated into groups
* Each student should answer the reflection questions on their worksheet
* Please collect and bundle all worksheets
* Students should stack the chairs and stands and leave the room looking better than when they arrived.
* Percussionists must tidy up the percussion section and put all instruments, mallets, sticks, and beaters away.
* Students may not leave until the class period is over.
 |  |
|  | After class | * Please leave comments if there are any concerns with behaviour or incidences.
 |  |

Class:

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Sequence | Tasks | Notes |
|  | First 5-10 min | * Take attendance
* Have a student leader take the class through Breathing Gym
* Have a student leader take the class through a warm-up routine
* After warm-ups, please lead students through the Rehearsal Worksheet (all students should have the same answers on the first page)
 |  |
|  | First chunk of rehearsal | * Student leaders will lead the rehearsal and follow the rehearsal worksheet they created together
 |  |
|  | Second chunk of rehearsal | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Third chunk of rehearsal | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Fourth chunk of rehearsal (if needed) | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Last 5-10 minutes | * Gather students back together if they separated into groups
* Each student should answer the reflection questions on their worksheet
* Please collect and bundle all worksheets
* Students should stack the chairs and stands and leave the room looking better than when they arrived.
* Percussionists must tidy up the percussion section and put all instruments, mallets, sticks, and beaters away.
* Students may not leave until the class period is over.
 |  |
|  | After class | * Please leave comments if there are any concerns with behaviour or incidences.
 |  |

Class:

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Sequence | Tasks | Notes |
|  | First 5-10 min | * Take attendance
* Have a student leader take the class through Breathing Gym
* Have a student leader take the class through a warm-up routine
* After warm-ups, please lead students through the Rehearsal Worksheet (all students should have the same answers on the first page)
 |  |
|  | First chunk of rehearsal | * Student leaders will lead the rehearsal and follow the rehearsal worksheet they created together
 |  |
|  | Second chunk of rehearsal | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Third chunk of rehearsal | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Fourth chunk of rehearsal (if needed) | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Last 5-10 minutes | * Gather students back together if they separated into groups
* Each student should answer the reflection questions on their worksheet
* Please collect and bundle all worksheets
* Students should stack the chairs and stands and leave the room looking better than when they arrived.
* Percussionists must tidy up the percussion section and put all instruments, mallets, sticks, and beaters away.
* Students may not leave until the class period is over.
 |  |
|  | After class | * Please leave comments if there are any concerns with behaviour or incidences.
 |  |

Class:

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Sequence | Tasks | Notes |
|  | First 5-10 min | * Take attendance
* Have a student leader take the class through Breathing Gym
* Have a student leader take the class through a warm-up routine
* After warm-ups, please lead students through the Rehearsal Worksheet (all students should have the same answers on the first page)
 |  |
|  | First chunk of rehearsal | * Student leaders will lead the rehearsal and follow the rehearsal worksheet they created together
 |  |
|  | Second chunk of rehearsal | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Third chunk of rehearsal | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Fourth chunk of rehearsal (if needed) | * Repeat the process from the first chunk of rehearsal
* Make any personnel adjustments as necessary
 |  |
|  | Last 5-10 minutes | * Gather students back together if they separated into groups
* Each student should answer the reflection questions on their worksheet
* Please collect and bundle all worksheets
* Students should stack the chairs and stands and leave the room looking better than when they arrived.
* Percussionists must tidy up the percussion section and put all instruments, mallets, sticks, and beaters away.
* Students may not leave until the class period is over.
 |  |
|  | After class | * Please leave comments if there are any concerns with behaviour or incidences.
 |  |

Student-Led Rehearsal Worksheet

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please use the first 5-10 minutes of class to fill out the front page before beginning your rehearsals. After you’ve rehearsed, please use the last 5-10 minutes of class to fill out the reflection before class ends. Please remember the expectations of you and do your best to stay on schedule. Thank you!

Rehearsal Chunk #1

1. Which song(s) will you work on during this time?
2. Who will you be working with and why? Who will be the designated conductor or leader?
3. Where will you be working and what are our classroom expectations you will have to follow?
4. Which measures or small sections will you be practicing and why?

Rehearsal Chunk #2

1. Which song(s) will you work on during this time?
2. Who will you be working with and why? Who will be the designated conductor or leader?
3. Where will you be working and what are our classroom expectations you will have to follow?
4. Which measures or small sections will you be practicing and why?

Rehearsal Chunk #3

1. Which song(s) will you work on during this time?
2. Who will you be working with and why? Who will be the designated conductor or leader?
3. Where will you be working and what are our classroom expectations you will have to follow?
4. Which measures or small sections will you be practicing and why?

Rehearsal Chunk #4 (if needed)

1. Which song(s) will you work on during this time?
2. Who will you be working with and why? Who will be the designated conductor or leader?
3. Where will you be working and what are our classroom expectations you will have to follow?
4. Which measures or small sections will you be practicing and why?

Reflection

1. What went well during class today? Please specify.
2. What do you still need to work on and why?
3. How did the group work together?
4. What can we do next time to make sure your rehearsal time is well-used when Ms. Irvine is away?