Harrison Middle School

Lesson Plan

Teacher: Seanne Danielak   Week: 3rd Week Hour: 1st Hour Class: 6th Grade Beginning Band

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|   |   | Monday | Tuesday | Wednesday | Thursday | Friday |
| Hour: 1st HourClass: 6th Grade Band  Notes:Accommodations- | Goal: By the end of the week, students will be able to play various pieces of music using the first five notes on their instrument with proper fingerings in rhythm with at least 80% accuracy.  Standard: - Art.M.I.6.5: Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter and eighth notes and rests; in simple meter. -Art.M.1.6.4: Use technology in a variety of ways in musical performance. Materials:* Chairs/Stands/Pencils
* Student method books (Essential Elements 2000)
* Master method conductor score
* Daily rhythmic Bellringers
* ‘Brain Gym’ exercise of the week
* Student composition books
* Instructor iPad for recording purposes
 | Activity: I can play the fifth note on my instrument with the proper fingering and apply it to various rhythmic examples. Instructional Method:1. 8:00-8:05am (5 minutes)

Individual set-up of chairs/stands/music/ pencil/instrument 1. 8:05-8:15am (10 minutes)

Attendance/Bellringer Activity: Students will write out the rhythmic counting for Rhythm Sheet #6/Announcements1. 8:15-8:18am (3 minutes)

‘Brain Gym’ Exercise #2: ‘The Cross Crawl’ (a large-motor warm up that to prepare for small-motor skills, that require crossing the body’s vertical midline)1. 8:18-8:21am (3 minutes)

‘Breathing Gym’ Exercises1. 8:21-8:26am (5 minutes)

Instrumental Warm-Ups1. 8:26-8:49 (23 minutes)
* Students will learn the correct fingerings for the fifth note and play it together
* Students will play the fifth note using Rhythm Sheet #6
* Students will document in their composition books all five notes on their instrument with fingerings outlined
* Students will perform all five notes in sequence several times and then with various rhythmic patterns
* Discuss time signature and key signature (students will document this in their composition books)

Whole group rehearsal1. 8:49-8:59 (10 minutes)

Sectional rehearsals with planning form documentation1. 8:59-9:03 (4 minutes)

Individual clean-up of chairs/stands/music/ pencil/instrument Evaluation/Assessment:Students will be evaluated based on their ability to perform the fifth note as well as on their composition book material.     | Activity: I can play songs selected from the method book using the first five notes on my instrument with correct fingering and rhythm.Instructional Method:1. 8:00-8:05am (5 minutes)

Individual set-up of chairs/stands/music/ pencil/instrument 1. 8:05-8:15am (10 minutes)

Attendance/Bellringer Activity: Students will write out the rhythmic counting for Rhythm Sheet #7/Announcements1. 8:15-8:18am (3 minutes)

‘Brain Gym’ Exercise #2: Review ‘The Cross Crawl’1. 8:18-8:21am (3 minutes)

‘Breathing Gym’ Exercises1. 8:21-8:26am (5 minutes)

Instrumental Warm-Ups1. 8:26-8:49 (23 minutes)

Whole group rehearsal* Students will review note five from yesterday’s lesson, performing it using Rhythm Sheet #7
* Students will perform the first few pieces in the method book that use note five, focusing on correct fingerings, air support, embouchure, and rhythm
* Discuss breath marks and practice using them at the proper times within the musical performance
1. 8:49-8:59 (10 minutes)

Sectional rehearsals with planning form documentation1. 8:59-9:03 (4 minutes)

Individual clean-up of chairs/stands/music/ pencil/instrument Evaluation/Assessment: Students will be evaluated based on their ability to perform multiple selections using the fifth note as well as their composition book material. | Activity: I can play more songs from the method book using the first five notes on my instrument with correct fingering and rhythm.Instructional Method:1. 8:00-8:05am (5 minutes)

Individual set-up of chairs/stands/music/ pencil/instrument 1. 8:05-8:15am (10 minutes)

Attendance/Bellringer Activity: Students will write out the rhythmic counting for Rhythm Sheet #8/Announcements1. 8:15-8:18am (3 minutes)

‘Brain Gym’ Exercise #2: Review ‘The Cross Crawl’1. 8:18-8:21am (3 minutes)

‘Breathing Gym’ Exercises1. 8:21-8:26am (5 minutes)

Instrumental Warm-Ups1. 8:26-8:49 (23 minutes)

Whole group rehearsal* Students will review notes one through five and apply them to Rhythm Sheet #8
* Students will continue performing more pieces in the method book that use all five notes, focusing on correct fingerings, air support, embouchure, and rhythm
* Play a duet (two part piece of music) and document the definition in the student composition books
1. 8:49-8:59 (10 minutes)

Sectional rehearsals with planning form documentation1. 8:59-9:03 (4 minutes)

Individual clean-up of chairs/stands/music/ pencil/instrument Evaluation/Assessment:Students will be evaluated based on their ability to perform multiple selections using the fifth note, including a duet, as well as their composition book material. | Activity: I can evaluate and modify my performance through the instructor’s use of technology as I play more selections from the method book using the first five notes on my instrument.Instructional Method:1. 8:00-8:05am (5 minutes)

Individual set-up of chairs/stands/music/ pencil/instrument 1. 8:05-8:15am (10 minutes)

Attendance/Bellringer Activity: Students will write out the rhythmic counting for Rhythm Sheet #9/Announcements1. 8:15-8:18am (3 minutes)

‘Brain Gym’ Exercise #2: Review ‘The Cross Crawl’1. 8:18-8:21am (3 minutes)

‘Breathing Gym’ Exercises1. 8:21-8:26am (5 minutes)

Instrumental Warm-Ups1. 8:26-8:49 (23 minutes)

Whole group rehearsal* Students will play all five notes using Rhythm Sheet #9 while being recorded
* Watch the recording, focusing on posture only (listen to student feedback and adjust)
* Students will play two selections from the book while being recorded
* Watch the recording of song one, focusing on overall intonation
* Work on the overall tone of the group
* Watch the recording of the second selection, focusing on rhythm
* Work on the rhythmic errors
* Students will play all of the selections again while being recorded
* Ask students to compare both recordings
* Students will document their conclusions in their notebooks
1. 8:49-8:59 (10 minutes)

Sectional rehearsals with planning form documentation1. 8:59-9:03 (4 minutes)

Individual clean-up of chairs/stands/music/ pencil/instrument Evaluation/Assessment:Students will be evaluated based on their ability to modify their posture, tone and rhythmic inaccuracies to enhance the presentation and sound of the group as well as their composition book material.  | Activity: I can play the sixth note on my instrument with the proper fingering and while utilizing other previous notes learned, perform selections from the method book with correct rhythms.Instructional Method:1. 8:00-8:05am (5 minutes)

Individual set-up of chairs/stands/music/ pencil/instrument 1. 8:05-8:15am (10 minutes)

Attendance/Bellringer Activity: Students will write out the rhythmic counting for Rhythm Sheet #10/Announcements1. 8:15-8:18am (3 minutes)

‘Brain Gym’ Exercise #2: Last review of ‘The Cross Crawl’1. 8:18-8:21am (3 minutes)

‘Breathing Gym’ Exercises1. 8:21-8:26am (5 minutes)

Instrumental Warm-Ups1. 8:26-8:49 (23 minutes)

Whole group rehearsal* Students will learn the correct fingerings for the sixth note and play it together
* Students will play the sixth note using Rhythm Sheet #10
* Students will document the sixth note in their composition books with fingerings outlined
* Students will play one piece of music in the method book using the sixth note, focusing on correct fingerings, air support, embouchure, and rhythm
* Discuss the term fermata and allow students to document it in their composition books
1. 8:49-8:59 (10 minutes)

Sectional rehearsals with planning form documentation1. 8:59-9:03 (4 minutes)

Individual clean-up of chairs/stands/music/ pencil/instrument Evaluation/Assessment:Students will be evaluated based on their ability to perform the sixth note as well as on their composition book material. |