Harrison Middle School

Lesson Plan

Teacher: Seanne Danielak   Week: 4th Week Hour: 1st Hour Class: 6th Grade Beginning Band

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|  |  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Hour: 1st Hour  Class: 6th Grade Band      Notes:  Accommodations- | Goal: By the end of the week, students will be able to play all of various pieces of music in the method book that use first five notes exclusively 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 two more 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 #11/Announcements   1. 8:15-8:18am (3 minutes)   ‘Brain Gym’ Exercise #3: ‘Hook Ups’ (This works well for nerves before a test or special event such as making a speech, which requires crossing the body’s vertical midline)   1. 8:18-8:21am (3 minutes)   ‘Breathing Gym’ Exercises   1. 8:21-8:26am (5 minutes)   Instrumental Warm-Ups   1. 8:26-8:49 (23 minutes)  * Discuss the fingerings for each of the five notes first and play them together * Students will play the first and second notes to perform Rhythm Sheet #11 * Students will review all of the class material by playing songs one through twelve together * Students will play new songs thirteen and fourteen together, focusing on fingerings, intonation, posture, and proper breathing * Discuss the fingering chart for assistance in the back of the book(students will document this in their composition books)   Whole group rehearsal   1. 8:49-8:59 (10 minutes)   Sectional rehearsals with planning form documentation   1. 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 two more 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 #12/Announcements   1. 8:15-8:18am (3 minutes)   ‘Brain Gym’ Exercise #3: Review ‘Hook Ups’   1. 8:18-8:21am (3 minutes)   ‘Breathing Gym’ Exercises   1. 8:21-8:26am (5 minutes)   Instrumental Warm-Ups   1. 8:26-8:49 (23 minutes)   Whole group rehearsal   * Students will use notes two and three to perform Rhythm Sheet #12 * Students will review class material by playing songs ten through fourteen together * Students will play new songs fifteen and sixteen together, focusing on fingerings, intonation, posture, and proper breathing * Discuss Crescendo and Decrescendo (students will document this in their composition books)  1. 8:49-8:59 (10 minutes)   Sectional rehearsals with planning form documentation   1. 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 two 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 #13/Announcements   1. 8:15-8:18am (3 minutes)   ‘Brain Gym’ Exercise #3: Review ‘Hook Ups’   1. 8:18-8:21am (3 minutes)   ‘Breathing Gym’ Exercises   1. 8:21-8:26am (5 minutes)   Instrumental Warm-Ups   1. 8:26-8:49 (23 minutes)   Whole group rehearsal   * Students will use notes three and four to perform Rhythm Sheet #13 * Students will review class material by playing songs ten through sixteen together * Students will play new songs seventeen and eighteen together, focusing on fingerings, intonation, posture, and proper breathing * Discuss the term scale (students will document this in their composition books)  1. 8:49-8:59 (10 minutes)   Sectional rehearsals with planning form documentation   1. 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 evaluate and modify my performance through the instructor’s use of technology as I play previous 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 #14/Announcements   1. 8:15-8:18am (3 minutes)   ‘Brain Gym’ Exercise #3: Review ‘Hook Ups’   1. 8:18-8:21am (3 minutes)   ‘Breathing Gym’ Exercises   1. 8:21-8:26am (5 minutes)   Instrumental Warm-Ups   1. 8:26-8:49 (23 minutes)   Whole group rehearsal   * Students will use notes four and five to perform Rhythm Sheet #14 while being recorded * Watch the recording, focusing on posture only (listen to student feedback and adjust) * Students will play all new weekly selections (thirteen through eighteen) from the book while being recorded * Watch the recording , focusing on overall intonation and 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 documentation   1. 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 two 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 #15/Announcements   1. 8:15-8:18am (3 minutes)   ‘Brain Gym’ Exercise #3: Last review of ‘Hook Ups’   1. 8:18-8:21am (3 minutes)   ‘Breathing Gym’ Exercises   1. 8:21-8:26am (5 minutes)   Instrumental Warm-Ups   1. 8:26-8:49 (23 minutes)   Whole group rehearsal   * Students will use all five notes to perform Rhythm Sheet #15 * Students will review class material by playing songs ten through eighteen together * Students will play new songs nineteen and twenty together, focusing on fingerings, intonation, posture, and proper breathing * Discuss ¾ Time Signature (students will document this in their composition books)  1. 8:49-8:59 (10 minutes)   Sectional rehearsals with planning form documentation   1. 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. |