Harrison High School

Lesson Plan

Teacher: Seanne Danielak   Week: 3rd Week Hour: 3rd Hour Class: High School Band

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|   |   | Monday | Tuesday | Wednesday | Thursday | Friday |
| Hour: 3rd HourClass: High School Band   | Goal: By the end of the week, students will be able to learn the ‘Homecoming’ marching music and drill for the upcoming game and perform the music as they march with at least 80% accuracy. Standard: * Art.M.I.HS.1: Sing and play with expression and technical accuracy a large and varied repertoire of vocal and instrumental literature with a moderate level of difficulty, including some selections performed from memory.
* ART.M.III.HS.6: Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

 Materials:* Chairs/Stands/Pencils
* Student marching music
* Conductor Scores
* Drill Outline
* Reflective bellringer topics outlined
* ‘Brain Gym’ exercise of the week
* Student composition books
* Instructor technology to video record students
 | Activity: I can play the first song for the ‘Homecoming’ performance.Instructional Method:1. 10:32-10:37am (5 minutes)

Individual set-up of chairs/stands/music/ pencil/instrument 1. 10:37-10:47am (10 minutes)

Attendance/Bellringer Activity: Reflection in student composition books- “How do you practice on your own?”/Announcements1. 10:47-10:50am (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. 10:50-10:53am (3 minutes)

‘Breathing Gym’ Exercises1. 10:53-10:58am (5 minutes)

Instrumental Warm-Ups1. 10:58-11:28am (30 minutes)

Whole group rehearsal* Students will be given the sheet music for the first song in the ‘Homecoming’ show
* Students will work on the introduction of the song, fixing problematic areas within the first few measures
* Students will work through the first phrase of the song, focusing on overall intonation, fingering issues, and balance
* Students will work through the rest of the piece of music, mending musical errors as they occur in the music
1. 11:28-11:38am (10 minutes)

Sectional rehearsals with planning form documentation1. 11:38-11:43am (6 minutes)

Individual clean-up of chairs/stands/music/ pencil/instrument Evaluation/Assessment: Students will be evaluated based on their ability to perform the music for the show’s first song before the end of the whole group session, on their capability to work collaboratively with others during the sectional portion of the rehearsal, and on their composition book material.    | Activity: I can play the first song for the ‘Homecoming’ performance while marching the new drill.Instructional Method:1. 10:32-10:37am (5 minutes)

Individual set-up of chairs/stands/music/ pencil/instrument 1. 10:37-10:47am (10 minutes)

Attendance/Bellringer Activity: Reflection in student composition books- “What has been the driving force to keep you enrolled in band class for so many years?”/Announcements1. 10:47-10:50am (3 minutes)

‘Brain Gym’ Exercise #2: Review ‘The Cross Crawl’1. 10:50-10:53am (3 minutes)

‘Breathing Gym’ Exercises1. 10:53-10:58am (5 minutes)

Instrumental Warm-Ups1. 10:58-11:28am (30 minutes)

Whole group rehearsal* Explain the overall drill for the first song in the ‘Homecoming’ show (including 8th Grade and Alumni spacing)
* Students will work on the drill for the introductory portion of the song, fixing problematic areas
* Students will work through the second move within the drill, focusing on proper roll steps and step size
* Students will work through the rest of the drill, mending drill errors as they occur
1. 11:28-11:38am (10 minutes)

Sectional rehearsals for students to fix instrumental small group issues in the drill 1. 11:38-11:43am (6 minutes)

Individual clean-up of chairs/stands/music/ pencil/instrument Evaluation/Assessment:Students will be evaluated based on their ability to perform the drill for the show’s first song before the end of the whole group session, on their capability to work collaboratively with others during the sectional portion of the rehearsal, and on their composition book material. | Activity: I can play the second song for the ‘Homecoming’ performance.Instructional Method:1. 10:32-10:37am (5 minutes)

Individual set-up of chairs/stands/music/ pencil/instrument 1. 10:37-10:47am (10 minutes)

Attendance/Bellringer Activity: Reflection in student composition books- “Who is your greatest musical influence?”/Announcements1. 10:47-10:50am (3 minutes)

‘Brain Gym’ Exercise #2: Review ‘The Cross Crawl’1. 10:50-10:53am (3 minutes)

‘Breathing Gym’ Exercises1. 10:53-10:58am (5 minutes)

Instrumental Warm-Ups1. 10:58-11:28am (30 minutes)

Whole group rehearsal* Students will be given the sheet music for the second song in the ‘Homecoming’ show
* Students will work on the introduction of the song, fixing problematic areas within the first few measures
* Students will work through the first phrase of the song, focusing on overall intonation, fingering issues, and balance
* Students will work through the rest of the piece of music, mending musical errors as they occur in the music
1. 11:28-11:38am (10 minutes)

Sectional rehearsals with planning form documentation1. 11:38-11:43am (6 minutes)

Individual clean-up of chairs/stands/music/ pencil/instrument Evaluation/Assessment:Students will be evaluated based on their ability to perform the music for the show’s second song before the end of the whole group session, on their capability to work collaboratively with others during the sectional portion of the rehearsal, and on their composition book material. | Activity: I can play the second song for the ‘Homecoming’ performance while marching the new drill.Instructional Method:1. 10:32-10:37am (5 minutes)

Individual set-up of chairs/stands/music/ pencil/instrument 1. 10:37-10:47am (10 minutes)

Attendance/Bellringer Activity: Reflection in student composition books- “How will this class help you to become successful in the future?”/Announcements1. 10:47-10:50am (3 minutes)

‘Brain Gym’ Exercise #2: Review ‘The Cross Crawl’1. 10:50-10:53am (3 minutes)

‘Breathing Gym’ Exercises1. 10:53-10:58am (5 minutes)

Instrumental Warm-Ups1. 10:58-11:28am (30 minutes)

Whole group rehearsal* Explain the overall drill for the second song in the ‘Homecoming’ show (including 8th Grade and Alumni spacing)
* Students will work on the drill for the introductory portion of the song, fixing problematic areas
* Students will work through the second move within the drill, focusing on proper roll steps and step size
* Students will work through the rest of the drill, mending drill errors as they occur
1. 11:28-11:38am (10 minutes)

Sectional rehearsals for students to fix instrumental small group issues in the drill 1. 11:38-11:43am (6 minutes)

Individual clean-up of chairs/stands/music/ pencil/instrument Evaluation/Assessment:Students will be evaluated based on their ability to perform the drill for the show’s second song before the end of the whole group session, on their capability to work collaboratively with others during the sectional portion of the rehearsal, and on their composition book material. | Activity: I can march and play the entire ‘Homecoming’ show, evaluate my performance and make positive changes regarding the music by the end of the class period.Instructional Method:1. 10:32-10:37am (5 minutes)

Individual set-up of chairs/stands/music/ pencil/instrument 1. 10:37-10:47am (10 minutes)

Attendance/Bellringer Activity: Warm Fuzzies/Announcements1. 10:47-10:50am (3 minutes)

‘Brain Gym’ Exercise #2: Last review of ‘The Cross Crawl’1. 10:50-10:53am (3 minutes)

‘Breathing Gym’ Exercises1. 10:53-10:58am (5 minutes)

Instrumental Warm-Ups1. 10:58-11:28am (30 minutes)

Whole group rehearsal* Students will play through both pieces of music for the ‘Homecoming’ show, mending errors in the music
* The students will march and play the entire show twice (they will be recorded during the second run-through)
* Students will evaluate their performance as they watch the recording, documenting their thoughts in their composition books
* Discuss the overall performance issues
* Students will attempt the performance again if time permits
1. 11:28-11:38am (10 minutes)

Sectional rehearsals for students to fix instrumental small group issues in the drill 1. 11:38-11:43am (6 minutes)

Individual clean-up of chairs/stands/music/ pencil/instrument Evaluation/Assessment: Students will be evaluated based on their ability to perform the music and drill combined for both of the show’s songs before the end of the whole group session, on their capability to work collaboratively with others during the sectional portion of the rehearsal, and on their composition book material (including their evaluation). |