Harrison High School

Lesson Plan

Teacher: Seanne Danielak   Week: 4th 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 march and play the entire ‘Homecoming’ show.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 makes you a leader in the band classroom?”Announcements1. 10:47-10:50am (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. 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 the halftime show music together inside, making corrections necessary throughout each piece
* Students will review the marching portion of the Homecoming show exclusively with the practice yard lines
* Students will then practice the music and marching together on the field above the school several times
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 and drill combined for 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.    | Activity: I can march and play the entire ‘Homecoming’ show (again).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’ #3: Review ‘Hook Ups’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 the halftime show music together inside, making corrections necessary throughout each piece
* Students will review the marching portion of the Homecoming show exclusively with the practice yard lines
* Students will then practice the music and marching together on the field above the school several times
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 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. | Activity: I can play the songs and chants necessary to perform in the stands at the upcoming ‘Homecoming’ game.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 #3: Review ‘Hook Ups’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 work on music and chants for the stands (Kickoff drums, Fight Song, Time Out Music, “Eat ‘Em Up”, “Let’s Go Blue”, “Defense”, End of the first Quarter piece, End of the third Quarter piece, and development of a game itinerary for Friday
* Students will run through a mock football game, demonstrating their ability to be ready for the proper songs/chants at the correct times in the process
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 stand repertoire for the upcoming ‘Homecoming’ show and on their capability to work collaboratively with others during the sectional portion of the rehearsal. | Activity: I can play the music for Pre-Game while marching in the new formation.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 #3: Review ‘Hook Ups’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 new drill for the Pre-Game performance
* Students will run the music for Pre-Game, focusing on tempo, horn position, intonation, and watching the conductor
* Students will practice the new marching drill for Pre-Game without playing on the practice field outside (using the yard lines)
* Students will move to the field on the hill to play through the music as they march the new Pre-Game drill
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 new drill for Pre-Game before the end of the whole group session and on their capability to work collaboratively with others during the sectional portion of the rehearsal. | Activity: I can march and play the entire Pre-Game performance,stand music, and ‘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 #3: Last review of ‘Hook Ups’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 run through all of the ‘Homecoming’ game music while marching/chanting (the instructor will record the students at this time)
* 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, fixing errors that occurred
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 for the game 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). |