**Harrison Middle School**

Lesson Plan- 7th/8th Grade Band Class

Week One (Tuesday, September 2nd 2015 - Friday, September 5th 2014)

Instructor: Mrs. Seanne Danielak

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| Tuesday, September 2nd | Hour: 2ndClass: Intermediate BandNotes:  | Goal: Students will demonstrate their understanding of the class expectations by documenting the rules of the class and creating a “Fran Kick” ‘Fun/Good/Work’ model on the back page of their handbook with 100% accuracy.Standard: X (Introduction to band class)Materials: -Attendance book-Chairs-Conversation cards “It Is ‘Sweet’ Meeting You”-Grade book-Copies of the beginning band handbook-Copies of the beginning band instrument evaluation sheets-Pencils-Method book conductor score-Fran Kick YouTube video cued-‘Brain Gym’ exercise information | Activity: I can identify the goals and expectations of the course.Instructional Method:-Attendance: Pair students together and allow them to meet each other using the conversation cards. Each pair will be called on to introduce their partner, what instrument they play, what genre of music most interests them, and what they enjoyed most about summer break-Discuss the beginning band handbook-Assembly: Students will get their chairs/stands ready in the proper sectional locations and will have their instruments assembled-Allow students to fill out the instrument evaluation form-Watch “Fun/Good/Work” instructional YouTube video by Fran Kick-Answer any questions about the class, instrument, book, routine, etc. -Goal setting for the yearEvaluation/Assessment:-Students will write the class rules and draw the “Fran Kick” model on the back of their handbook without any assistance |
| Wednesday, September 3rd | Hour: 2ndClass: Intermediate BandNotes: | Goal: Students will demonstrate their understanding of how to play passages from the first half of method book one as a review with little difficulty (80% of students will perform 80% of the music accurately).Standard: 1.All Students will apply skills and knowledge to perform in the arts.1a. Sing and play with expressionand technical accuracy a repertoire of vocal and instrumental literature, including some songs performed by memory.Materials:-Attendance book-Grade book-Chairs/Stands-Student method book one-Pencils-Student instruments- ‘Breathing Gym’ video cued-Conductor score for method book one-‘Brain Gym’ exercise description  | Activity: I can play the first half of method book one.Instructional Method:-Assembly: Students will get their chairs/stands ready in the proper sectional locations and will have their instruments assembled-Bellringer: Students will evaluate the first half of book one and will circle the numbers of the songs that give them personally the most trouble and will write reasons at the top -Attendance: Take attendance towards the beginning of the hour accurately-Brain Gym: PACE Exercise (organizing thoughts to the natural rhythm of their motor skills: Energetic/Clear/Active/Positive)-Warm-Up: Watch ‘The Breathing Gym’ YouTube video by Pat Sheridan and practice the exercises together (the students will be doing these each day to improve breathing before they play their instruments)-Method Book: Play through the selections in book one from the beginning until the end of the hour, making sure to allow students to explain when they have marked a song in the bellringer and why (ask students how many circled them for the same reason to gauge their past issues) \*Fix problems that ariseEvaluation/Assessment:-Students will be assessed on their performance of the pieces within the first half of the book |
| Thursday, September 4th | Hour: 2ndClass: Intermediate BandNotes: | Goal: Students will demonstrate their understanding of how to play passages from the second half of method book one as a review with little difficulty (80% of students will perform 80% of the music accurately).Standard:1.All Students will apply skills and knowledge to perform in the arts.1a. Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed by memory.Materials:-Attendance book-Grade book-Chairs/Stands-Student method book one-Pencils-Student instruments-Conductor score for method book one-‘Brain Gym’ exercise description | Activity: I can play the second half of method book one.Instructional Method:-Assembly: Students will get their chairs/stands ready in the proper sectional locations and will have their instruments assembled-Bellringer: Students will evaluate the second half of book one and will circle the numbers of the songs that give them personally the most trouble and will write reasons at the top -Attendance: Take attendance towards the beginning of the hour accurately-Brain Gym: Review PACE Exercise-Warm-Up: ‘Breathing Gym’ exercises, Bb Major Scale-Method Book: Play through the selections in book one from the middle of the book until the end of the hour, making sure to allow students to explain when they have marked a song in the bellringer and why (ask students how many circled them for the same reason to gauge their past issues) \*Fix problems that ariseEvaluation/Assessment:-Students will be assessed on their performance of the pieces within the second half of the book  |
| Friday, September 5th | Hour: 2ndClass: Intermediate BandNotes: | Goal: Students will demonstrate their understanding of how to play the first three songs in method book two with 80% accuracy as an ensemble.Standard: 1.All Students will apply skills and knowledge to perform in the arts.1b. Sing and play music representing diverse genres and cultures, with expression appropriate for the work being performed.Materials:-Attendance book-Grade book-Chairs/Stands-Student method book two-Pencils-Student instruments-Conductor score for method book two-‘Brain Gym’ exercise description | Activity: I can play the first three songs in method book two.Instructional Method:-Assembly: Students will get their chairs/stands ready in the proper sectional locations and will have their instruments assembled-Bellringer: Students will evaluate the second half of book one and will circle the numbers of the songs that give them personally the most trouble and will write reasons at the top Attendance: Take attendance towards the beginning of the hour accurately-Brain Gym: Review PACE Exercise-Warm-Up: ‘Breathing Gym’ exercises, Bb Major Scale-Method Book: Play through the first three selections in book two, fixing problems that arise while explaining in detail to students the elements within those pieces that will assist them to be able to play the new musicEvaluation/Assessment:-Students will be assessed on performance of the first three pieces in the book (whole group recorded afterwards) |