**Harrison Middle School**

Lesson Plan- High School Band Class

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

Instructor: Mrs. Seanne Danielak

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Tuesday, September 2nd | Hour: 3rd  Class: High School Band  Notes: | 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 year  -Play marching music with the time that remains  Evaluation/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: 3rd  Class: High School Band  Notes: | Goal: Students will demonstrate their ability to perform/march the previous show (with 90% accuracy), play the new music/chants for the football game stands (with 90% accuracy) and play the new show music (with 80% accuracy) as an ensemble for a performance at the end of the week.  Standard:  1.All Students will apply skills and knowledge to perform in the arts.  1d. Sight-Read, accurately and expressively, music with a moderate level of difficulty.  Materials:  -Attendance book  -Grade book  -Chairs/Stands  -Stand chant/music list  -Blank paper for students  -Pencils  -Homecoming music ready for sections  -Student instruments  -Conductor scores  -‘Brain Gym’ exercise description | Activity: I can play through the pre-established pre-game/halftime first marching routine, perform the music/chants for the stands and play the new show music for the upcoming Homecoming show.  Instructional Method:  -Assembly: Students will get their chairs/stands ready in the proper sectional locations and will have their instruments assembled  -Bellringer: Students will write down all stand chants and music that they have used in the past and when they have used it during the game  Attendance: Take attendance towards the beginning of the hour accurately  -Brain Gym: Review PACE Exercise  -Warm-Up: ‘Breathing Gym’ exercises and the first few exercises out of the scale booklet  -Current Repertoire: Pass out stand chant/music listing, run the new music/chants, sight-read with accuracy the new Homecoming music (working through issues as they occur), and run the current music/drill outside on the practice field  Evaluation/Assessment:  -Students will be assessed on group sight-reading of the new Homecoming show music and will be given an overall grade for their growth on this over the course of the hour |
| Thursday, September 4th | Hour: 3rd  Class: High School Band  Notes: | Goal: Students will develop small ensemble skills by working collaboratively in a sectional rehearsal, evaluating their ability to perform the music with their section peers; students should perform the music with 80% accuracy.  Standard:  1.All Students will apply skills and knowledge to perform in the arts.  1b. Perform an appropriate part in large and small ensembles, demonstrating well developed ensemble skills.  Materials:  -Attendance book  -Grade book  -Chairs/Stands/Music  -Pencils  -Student instruments  -Conductor scores  -‘Brain Gym’ exercise description | Activity: I can work collaboratively with others to perform my instrumental part individually as well as with my sectional group.  Instructional Method:  -Assembly: Students will get their chairs/stands ready in the proper sectional locations and will have their instruments assembled  -Bellringer: Students will work together to develop a task list as a section for the day’s sectional rehearsal  Attendance: Take attendance towards the beginning of the hour accurately  -Brain Gym: Review PACE Exercise  -Warm-Up: ‘Breathing Gym’ exercises and the first few exercises out of the scale booklet  -Current Repertoire: Students will work on the first show’s music and Homecoming music in a sectional rehearsal while following the task list and handing in notes about their section’s progress  Evaluation/Assessment:  -Students will be evaluated based on their ability to work cooperatively with their section as well as the quality of the group’s progress composition |
| Friday, September 5th | Hour: 3rd  Class: High School Band  Notes: | Goal: Students will demonstrate use of previously acquired small group skills towards new goals in the large ensemble setting; students will adapt with at least 80% accuracy.  Standard:  1.All Students will apply skills and knowledge to perform in the arts.  1b. Perform an appropriate part in large and small ensembles, demonstrating well developed ensemble skills.  Materials:  -Attendance book  -Grade book  -Chairs/Stands/Music  -Pencils  -Student instruments  -Conductor scores  -‘Brain Gym’ exercise description | Activity: I can utilize my individual and small group musical skills and apply them towards performance in the larger ensemble group.  Instructional Method:  -Assembly: Students will get their chairs/stands ready in the proper sectional locations and will have their instruments assembled  -Bellringer: Students will get into small groups of MULTIPLE instruments to run through the pieces during the first few minutes of the class period  Attendance: Take attendance towards the beginning of the hour accurately  -Brain Gym: Review PACE Exercise  -Warm-Up: ‘Breathing Gym’ exercises and the first few exercises out of the scale booklet  -Current Repertoire: Students will work on the first show’s music and Homecoming music as an FULL ENSEMBLE, correcting elements in the music that need work, march the entire game sequence together focusing on the musical elements discussed over the course of the week and making necessary modifications  Evaluation/Assessment:  -Students will be recorded and graded based on their ability to play the music, march the drill and demonstrate the new stand chants. |