Beginning Band 6th Grade

UNIT 1 LESSON PLANS

**WEEK OF: 10/12/2012 – 10/16/2012 PERIODS: 5 & 6 Class: Intermediate/Beginning Band**

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| Lesson Title: Long Tones/Phrasing | | | | | |
| **Essential Questions** ):  What are the three basic types of phrasing utilized in our music literature?  What does buzzing do for your embrocure?  Why is sitting correctly essential to good tone production?  What are the correct fingerings/positioning for the notes of the Concert Eb scale? | | | | | |
| **Materials**:  Instruments /Essential Elements 2000 Book./Pencil/Handouts, reeds/mouthpieces iPod/PA System/music stands/chairs/stools  **Key Vocabulary**: Provided on world wall and reintroduced in lecture and/or guided reading | | | **Instructional Resources:**   1. \_\_X\_\_\_ Lecture/Demonstration 2. \_\_ X \_\_ Group work 3. \_\_ X \_ Individual work 4. \_\_X\_\_ Audio Recordings/Video | | |
| **5th Period**  **New Techniques/Proficiency— Step and skip Progression from concert Bb to eighth degree of scale. Long tone progressions. Whole, half and quarter note progression incorporated as well. Broken Chord patterns.**  **Assessment—Students will play concert Bb scale #147 collectively and individually for teacher. Students will also play #90 pg. 18 Variation #2 for assessment and chair placement. Assessment will be pass/fail. Students will re-take proficiency as often as necessary to pass, within the 5 day testing window.** | | | **6th Period**  **New Techniques/Proficiency— Step and skip Progression from concert Bb to fifth degree of scale. Long tone progressions. Whole, half and quarter note progression incorporated as well.**  **Assessment—Students will play concert Bb scale first five collectively and individually for teacher. Students will demonstrate knowledge of fingerings for assessment and chair placement. Assessment will be pass/fail. Students will re-take proficiency as often as necessary to pass, within the 5 day testing window.** | | |
| State Standards  MMSBO.2 – Performing on instruments, alone and with others, a varied repertoire of music  a. Demonstrate correct left hand position and finger placement, right hand position, posture, instrument position.  b. Produce a characteristic sound using legato, staccato and accent..  c. Utilize correct finger patterns in performing scale and repertoire in the key of Bb major and Eb major.  d. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.  MMSBO.3 – Reading and notating music  a. Identify notes in the staff and on ledger lines of respective clef.  b. Read and notate notes within the following key signatures: Bb, Eb.  c. Read and notate rhythms containing whole notes, half notes, quarter notes and their corresponding rests in the time signatures of 4/4.  d. Recognize basic symbols for dynamics. | | | IN THIS UNIT Students will demonstrate:  The correct articulations for varied styles way to hold a instrument  the proper way to finger their instrument.  Proper fingerings for notes (Bb, C,D,Eb,F,G,A,Bb) concert pitched instruments  Students will play pg.& 6 #’s 12, 13, 14, 15 and 16. Students will be assessed on #147 for chair placement. Students will perform individually for the teacher and class.  Notebook checks will be done randomly to maintain compliance.  Students will practice and develop good tone for holiday selections to be presented for public performance November 27th , 29th and December 11th 2012 | | |
| Instructional Strategies | | | | | |
| **Day 1**  **\*Opening:**  (1) Students will assemble instruments; get binders and music stands prior to individual warm up period of no more than five min.  (2)All individual warm-ups ceases when conductor occupies podium. Students’ listens quietly as teacher calls roll and makes announcements.  **Work Period:**  Students will warm-up collectively for a period of no more than 20 minutes or less with long tones, scales, and selected techniques materials in the method book.  Students will review previously rehearsed literature for holiday performance utilizing methods and skills taught.  Students will work individually and in small groups to master new notes, progressions and techniques  **Closing:**  Students will return instruments and materials safely to lockers. Students are encourages to take instruments home for practice. Students will stack all chairs and music stands at the end of day. | **Day 2**  **\*Opening:**  (1) Students will assemble instruments; get binders and music stands prior to individual warm up period of no more than five min.  (2)All individual warm-ups ceases when conductor occupies podium. Students’ listens quietly as teacher calls roll and makes announcements.  **Work Period:**  Students will warm-up collectively for a period of no more than 20 minutes or less with long tones, scales, and selected techniques materials in the method book.  Students will review previously rehearsed literature for holiday performance utilizing methods and skills taught.  Students will work individually and in small groups to master new notes, progressions and techniques  **Closing:**  Students will return instruments and materials safely to lockers. Students are encourages to take instruments home for practice. Students will stack all chairs and music stands at the end of day | **Day 3**  **\*Opening:**  (1) Students will assemble instruments; get binders and music stands prior to individual warm up period of no more than five min.  (2)All individual warm-ups ceases when conductor occupies podium. Students’ listens quietly as teacher calls roll and makes announcements.  **Work Period:**  Students will warm-up collectively for a period of no more than 20 minutes or less with long tones, scales, and selected techniques materials in the method book.  Students will review previously rehearsed literature for holiday performance utilizing methods and skills taught.  Students will work individually and in small groups to master new notes, progressions and techniques  **Closing:**  Students will return instruments and materials safely to lockers. Students are encourages to take instruments home for practice. Students will stack all chairs and music stands at the end of day | | **Day 4**  **\*Opening:**  (1) Students will assemble instruments; get binders and music stands prior to individual warm up period of no more than five min.  (2)All individual warm-ups ceases when conductor occupies podium. Students’ listens quietly as teacher calls roll and makes announcements.  **Work Period:**  Students will warm-up collectively for a period of no more that 20 minutes or less with long tones, scales, and selected techniques materials in the method book.  Students will review previously rehearsed literature for holiday performance utilizing methods and skills taught.  Students will work individually and in small groups to master new notes, progressions and techniques  **Closing:**  Students will return instruments and materials safely to lockers. Students are encourages to take instruments home for practice. Students will stack all chairs and music stands at the end of day | **Day 5**  **\*Opening:**    (1) Students will assemble instruments; get binders and music stands prior to individual warm up period of no more than five min.  (2)All individual warm-ups ceases when conductor occupies podium. Students’ listens quietly as teacher calls roll and makes announcements.  **Work Period:**  Students will warm-up collectively for a period of no more than 20 minutes or less with long tones, scales, and selected technique materials in the method book.  Students will review previously rehearsed literature for holiday performance utilizing methods and skills taught.  Students will work individually and in small groups to master new notes, progressions and techniques  **Closing:**  Students will return instruments and materials safely to lockers. Students are encourages to take instruments home for practice. Students will stack all chairs and music stands at the end of day |
| **Differentiated Instruction:**  **Level 1(Beginners)—Students will receive more frequent individual attention from teacher (and peer tutoring in group work). Close proximity modeling and manual manipulation will be used to achieve success. Student will be assessed with different grading level. (IEP) Tone and Pitch differentials are main focus of achievement. Students chair placement will not be affected,. Students will be paired with level 3 band member.**  **Level 2 (Intermediate)—Students will be allowed more time to work independently with regular daily assessments by teacher.**  **Level 3 (advanced)—Students will pass off proficiencies more quickly and be given extra techniques and progressions to build their skill more quickly. Students will be allowed more freedom to choose areas of concentration.**  **Students will be given solo and or soli parts for performance. Students will also be given a varied selection of literature to perform in ensemble music.** | | |  | | |
| **Projects : Christmas Carols for woodwind and brass players** | | | **Assessment Option: Aural/Visual Assessment by Teacher :**  **Identification of notes and fingerings written on board for individual instrument.**  **Playing scales in whole note or half note style**  **Identifying pitch differentilas.** | | |

Percussion Class

UNIT 1 LESSON PLANS

**WEEK OF: 10/12/2012 -10/016/2012 #13 PERIODS: 2 Class: Beginning/Intermediate/Advanced**

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| Lesson Title: Identifying the Keyboard/ Preparation for Drum line Competition | | | | | |
| **Essential Questions** ):  How do you produce a strong, vibrant long roll on the drum?  What is the proper way to hold your drum sticks while playing?  What are enharmonic tones?  Where do the half steps occur in a major scale?  Why is practicing my part important to the percussion line? | | | | | |
| **Materials**:  Instruments/Music/Pencil/Handouts, Haskil Harr Book I Method /iPod/PA System/music stands/chairs/stools  **Key Vocabulary**: Provided on world wall and reintroduced in lecture and/or guided reading | | | **Instructional Resources:**   1. \_\_X\_\_\_ Lecture/Demonstration 2. \_\_ X \_\_ Group work 3. \_\_ X \_ Individual work 4. \_\_X\_\_ Audio Recordings/Video | | |
| MHSAO.2 – Performing on instruments, alone and with others, a varied repertoire of music  a. Perform with expression and technical accuracy a large and varied repertoire of peercussion ensemble literature with a level of difficulty of 1 and 3 on a scale of 1 to 6.  b. Apply the use of stick control in appropriate percussion literature.  c. Exhibit the ability to accurately tune respective instrument.  d. Demonstrate the ability to adjust to other instruments when performing selected music.  e. Produce a characteristic, artistic sound using sticking and grip techniques used in music being performed.  f. Utilize correct sticking patterns in performing scales and repertoire in the major keys of D, G, C, A, F, Bb, and Eb, the minor keys of b, e, a, f#, d, g and c and any other keys used in music being performed.  g. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.  MHSAO.3 – Reading and notating music  a. Read and notate notes on the clefs used and the keys used in music being performed.  b. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, ¾, 2/4, 6/8, alle breve, and mixed meter.  c. Recognize and execute symbols for form, dynamics, tempo, articulation and expression as used in corresponding literature.  d. Use the circle of fifths to identify and execute keys appropriate to the music being performed.  e. Sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6. | | | IN THIS UNIT Students will demonstrate:  The proper way to hold the drum sticks in traditional and match grips.  Proper sticking patterns for two or three octave scales (E, A, D, G, C, F, Bb, Eb,  Students will prepare and pass off for the teacher (or designated students) at least 4 of the above named scales  And perform, in concert, Bayport Sketch Percussion literature for performance December 11th 2012.  A variety of prepared music of varying grades of difficulty (grades 2-5 on a scale of 1-6) | | |
| Instructional Strategies | | | | | |
| **Monday**  **\* Opening**  Students will retrieve instruments form the percussion room for playing.  Students will set up melodic and non melodic instruments as designated.  (2) Students will play chromatic and warm up scales with correct sticking and foot patterns.  **Work Period:**  Students will work individually, in small groups, or as an ensemble to review previously learned compositions, and techniques.  Students will work individually, in small groups, or as an ensemble to master new pieces of music, scales and techniques  **Closing:**  Students will return instruments safely to percussion storage room or lockers and arrange all chairs and music stands. | **Tuesday**  **\* Opening**  Students will retrieve instruments form the percussion room for playing.  Students will set up melodic and non melodic instruments as designated.  (2) Students will play chromatic and warm up scales with correct sticking and foot patterns.  **Work Period:**  Students will work individually, in small groups, or as an ensemble to review previously learned compositions, and techniques.  Students will work individually, in small groups, or as an ensemble to master new pieces of music, scales and techniques  **Closing:**  Students will return instruments safely to percussion storage room or lockers and arrange all chairs and music stands. | **Wednesday**  **\* Opening**  Students will retrieve instruments form the percussion room for playing.  Students will set up melodic and non melodic instruments as designated.  (2) Students will play chromatic and warm up scales with correct sticking and foot patterns.  **Work Period:**  Students will work individually, in small groups, or as an ensemble to review previously learned compositions, and techniques.  Students will work individually, in small groups, or as an ensemble to master new pieces of music, scales and techniques  **Closing:**  Students will return instruments safely to percussion storage room or lockers and arrange all chairs and music stands. | | **Thursday**  **\* Opening**  Students will retrieve instruments form the percussion room for playing.  Students will set up melodic and non melodic instruments as designated.  (2) Students will play chromatic and warm up scales with correct sticking and foot patterns.  **Work Period:**  Students will work individually, in small groups, or as an ensemble to review previously learned compositions, and techniques.  Students will work individually, in small groups, or as an ensemble to master new pieces of music, scales and techniques  **Closing:**  Students will return instruments safely to percussion storage room or lockers and arrange all chairs and music stands. | **Friday**  **\* Opening**  Students will retrieve instruments form the percussion room for playing.  Students will set up melodic and non melodic instruments as designated.  (2) Students will play chromatic and warm up scales with correct sticking and foot patterns.  **Work Period:**  Students will work individually, in small groups, or as an ensemble to review previously learned compositions, and techniques.  Students will work individually, in small groups, or as an ensemble to master new pieces of music, scales and techniques  **Closing:**  Students will return instruments safely to percussion storage room or lockers and arrange all chairs and music stands. |
| **Differentiated Instruction:**  **Level 1(Beginners)—Students will receive more frequent individual attention from teacher (and peers in group work and individual practice). Close proximity modeling and manual manipulation will be used to achieve success. Students will be given music requiring fewer technical skills and fewer scales (one octave only) required for mastery.**  **Level 2 (Intermediate)—Students will be expected to master scales and music to be performed at a quicker rate. Skills required of intermediate musicians will be commensurate with grade 3-4 music on a 1-6 scale. Students will be expected to help students of lower skill levels.**  **Level 3 (advanced)—Students will be expected to master scales and music to be performed quickly. Skills required of advanced musicians will be commensurate with grade 5-6 music on a 1-6 scale. Students will be expected to lead sections, perform with a polished big tone and assist the teacher in teaching and testing students of lower skill levels.** | | | Scales to be passed off this week:  D, G. | | |
| **Projects : WinterConcert, December 11th Tucker Middle Gymnasium 2012, 7:00PM,** | | | **Assessment Option: Aural/Visual Assessment by Teacher and /or designated advanced students** | | |