

Sample Lesson Plan

Concert Band

SWBAT:

Demonstrate correct posture

Produce a good tone on instrument

Perform correct rhythms

Demonstrate ability to perform in tune

Perform with correct articulations

Perform with appropriate dynamic contrast

Perform with correct balance and blend

Perform with correct phrasing

Weekly Objectives

Skills and Techniques

Standard 2:

The students performs on instruments, alone and with others, a varied repertoire of music. (MU.A.2.4)

- 1. performs on at least one instrument, alone and in groups, with proper playing techniques (e.g., embouchure, posture, or bow control) and attends to melodic phrasing, rhythmic accuracy, and articulation.
- 2. performs music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
- 3. performs in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).
- 4. performs melodic phrases accurately, after hearing only once.

The students reads and notates music. (MU.A.3.4)

- 1. sight reads one's part in a four-part vocal or instrumental score.
- 2. describes how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).
- 3. writes the notation for a simple harmonic progression performed by someone else.

Creation and Communication

Standard 1:

The student improvises melodies, variations, and accompaniments. (MU.B.1.4)

- 1. improvises harmonic accompaniments in pentatonic, major, and minor modes.
- 2. improvises melodies over a given chord progression with appropriate notes and rhythm.

Standard 2:

The student composes and arranges music within specific guidelines. (MU.B.2.4)

- 1. uses basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
- 2. arranges familiar music for voices or instruments for a specific event or function.

Cultural and Historical Connections

Standard 1:

The student understands music in relation to culture and history. (MU.C.1.4)

- 1. describes and classifies unfamiliar music according to style, period, composer, culture, or performer.
- 2. understands the development of American music (e.g., country, blues, folk, stage or film, and gospel).
- 3. understands the influence of significant composers and performers on musical styles, traditions, and performance practices.

Aesthetic and Critical Analysis

Standard 1:

The student listens to, analyzes, and describes music.(MU.D.1.4)

- 1. perceives and remembers significant music events within a composition.
- 2. analyzes music events within a composition using appropriate music principles and technical vocabulary.
- 3. understands the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement that generate aesthetic responses).

Standard 2:

The student evaluates music and music performance.(MU.D.2.4)

- 1. establishes a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
- 2. understands the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

Applications to Life

Standard 1:

The student understands the relationship between music, the other arts, and disciplines outside the arts. (MU.E.1.4)

- 1. understands how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.
- 2. understands how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

Standard 2:

The student understands the relationship between music and the world beyond the school setting. (MU.E.2.4)

- 1. knows characteristics that make music suitable for specific occasions and purposes and responds appropriately within various musical settings.
- 2. uses informed consumer choices concerning music based on personal criteria (e.g., rationalizes and defends musical preferences).
- 3. knows the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

Objectives

- Tonal Centers
 - Db Major
 - F# Minor
 - Eb Major
 - Polytonality
- Rhythm Patterns
 - Quarter Note Triplet

Pieces to Rehearse

1. *Snakes!*, Duffy
2. *Selections from THE PHANTOM OF THE OPERA*, Arr. Barker

Procedures

Warm-up

- Long Tones (from Technique Book)
- Chorale #12: *Du Lebensfürst, Herr Jesu Christ*

Tuning

- Sound Concert F (reference pitch from tuba)
- Individual Tuning (with Tuner)
- Sound Concert F (to check again)

Technical Exercises

- Warm Up Sets – Lip Slurs
- Technique Exercises, Key of Db Major

Sight Reading / Repertoire Rehearsal

- *Snakes!*
 - Percussion Parts
 - Introduction
 - Discuss “Aleatoric Music”
 - Talk through ending

Run-Through

- *Phantom of the Opera*, mm. 1-65

Evaluation

- Teacher evaluates student performance
- Teacher evaluates rehearsal (self-evaluation)