

Lesson Plan

Subject:	Learning Scales	Teacher:	Devin White
Date:	02/21/2012	School:	
Content/Strand Area:	Middle school band	Grade Level(s):	Middle School 6-8
		Classroom Type:	

Objectives:

NCSCOS

Student Friendly

Learn muscle memory for typical middle school all-country audition scales (concert Bb, Eb, Ab, and F) keeping key signature, tempo, fingerings, and technique in mind.

Time	Procedure	Materials
5mins	<p>Anticipatory Set/Class Starter</p> <p><i>What activity will be done to focus you students attention and aid in transition</i></p> <p><i>To be done while students are unpacking instruments.</i> Hand out scale sheets and fingering charts for each section. Explain that today's focus will be on the four notated scales. With these scales students will learn specific note fingerings, key signatures (how many sharps or flats if any), tempo marking, and finally technique including slurring and tonguing exercises with the scales.</p>	Instruments, scale sheets, fingering charts
10mins	<p>Lesson Connections, Concept Vocabulary, and Objective Review</p> <p><i>What will be done to connect this lesson with previous lessons; What vocabulary is critical and central to the lesson, including how it will be reviewed; The presentation of the lesson objectives</i></p> <p>Using previous knowledge of notes learned in class for warm-ups/pieces of music and the fingering chart, students should be able to remember fingerings on his or her particular instrument when given the scale sheets.</p> <ul style="list-style-type: none"> On the treble clef students should remember that notes on the lines (bottom to top) are E, G, B, D, F and notes on the spaces (bottom to top) are F, A, C, E On the bass clef notes on the lines (bottom to top) are G, B, D, F, A and notes on spaces (bottom to top) are A, C, E, G. <p>With this knowledge, students can move forward to learning sharps (#) and flats (b) for scales.</p>	Instruments, scale sheets, fingering charts, previous notes on notation
30mins	<p>Presentation of New Material</p> <p><i>A description of the instructional technique and instructional procedures, including input, modeling, and checking for understanding</i></p> <p>Present scales beginning with concert Bb scale. Each scale begins on a different note for each instrument depending on concert pitch of instrument. It is important for students to simply know the concert pitch of his or her instrument:</p> <ul style="list-style-type: none"> Flutes, Trombones, and Tubas are C instruments so the beginning notes for these instruments will be a Bb. These instruments do not transpose. Clarinets and Trumpets are Bb instruments so the starting pitch of these instruments in the Bb scale will be a C. These instruments transpose a whole step up from the concert pitch. Alto Saxophones are Eb instruments so the starting pitch of these instruments in the Bb scale should be a G. These instruments transpose 	Instruments, scale sheets, something to take notes with

	<p>down a minor third from the concert pitch.</p> <ul style="list-style-type: none"> • French Horns are F instruments so the starting pitch for these instruments in the Bb scale will be an F. These instruments transpose up five scale steps from the concert pitch. <p>The scale sheets should show the concert Bb scale starting with the written note for each instrument as well as the key signature. The students will need to memorize the starting pitch for his or her particular instrument and the number of sharps and flats corresponding with scale.</p> <p>C instruments</p> <ul style="list-style-type: none"> • Concert Bb scale: starts on Bb and has two flats (Bb and Eb) • Concert Eb scale: starts on Eb and has three flats (Bb, Eb, and Ab) • Concert Ab scale: starts on Ab and has four flats (Bb, Eb, Ab, and Db) • Concert F scale: starts on F and has one flat (Bb) <p>Bb instruments</p> <ul style="list-style-type: none"> • Concert Bb scale: starts on C and has no sharps or flats • Concert Eb scale: starts on F and has one flat (Bb) • Concert Ab scale: starts on Bb and has two flats (Bb and Eb) • Concert F scale: starts on G and has one sharp (F#) <p>Eb instruments</p> <ul style="list-style-type: none"> • Concert Bb scale: starts on a G and has one sharp (F#) • Concert Eb scale: starts on a C and has no flats or sharps • Concert Ab scale: starts on F and has one flat (Bb) • Concert F scale: starts on D and has two sharps (F# and C#) <p>F instruments</p> <ul style="list-style-type: none"> • Concert Bb scale: starts on A and has three sharps (F#, C#, and G#) • Concert Eb scale: starts on C and has no sharps or flats • Concert Ab scale: starts on F and has one flat (Bb) • Concert F scale: starts on D and has two sharps (F# and C#) <p>Point out repetition in scale patterns. Example: scales that begin on C will not have sharps or flats, scales that begin on F will have one flat, scales that begin on G will have one sharp, etc.</p> <p>Students will need to be able to affiliate concert pitches with the starting pitch on his or her instrument as well as remember how many sharps or flats are in each scale.</p> <p>Students will have sheet music (scale sheet) in front of them as well as fingering charts to help with learning the notes.</p>	
20mins	<p>Guided Practice with Corrective Feedback <i>What will the students be doing to demonstrate comprehension; Describe what supervision, teacher intervention, and assessment will look like</i></p> <p>Using the Bb scale as a model, have students play through the scale giving them each note in time (in whole notes). First time through go slowly so that students have time to properly find the fingerings for each note on their instruments. The second time through, have the students play half notes, then quarter notes, then eighth notes (all slurred). In repeating the scale, students will develop muscle memory for the notes. After the eighth note slur pattern sounds fairly decent, go through the scale in the All-Country scale pattern:</p>	Scale sheet, fingering chart, instruments, metronome to help with tempo

	<ul style="list-style-type: none"> quarter note on the Bb (first scale degree), eighth notes up to the A (7th scale degree), quarter on the high Bb, eighths back down to the C (2nd scale degree), whole note on the Bb to end the scale. <p>Have students try this pattern all slurred to get a feel for the technique, then have them tongue all the notes slowly. Repeat this with all scales. The All-County scales will either be slurred or tongued depending on the judge in the room.</p>	
10mins	<p>Independent Practice with Guided Feedback <i>How will students independently demonstrate concept and/or strategy mastery; how will questions/problems be decontextualized to reinforce generalization; *If done as homework, address these issues below</i></p> <p>Using the technique of repetition previously used in guided practice, work with each instrument section on each scale. Students will have the muscle memory of the notes and articulations from the constant repetition. Pay close attention to correct notes and articulations. With each individual section use metronome to gradually speed up scales.</p> <p>While working with each section, have students not playing fingering along silently to the scales so that their section will be prepared for individual work.</p>	Instruments, scale sheets, fingering charts, metronome
10mins	<p>Lesson Review <i>What concepts and procedures need to be reiterated and what procedures will be followed</i></p> <p>With the class informally quiz them on each scale. Ask them to raise their hands and answer questions such as:</p> <ul style="list-style-type: none"> In the concert Bb scale, which instrument[s] has no flats or sharps? (answer: clarinet and trumpet) Which instrument starts on a G for a Bb concert scale? 	
5mins	<p>Closure and Objective Review <i>How is the lesson concluded and how is comprehension assessed to aid in transition</i></p> <p>Remind students to practice using the techniques used in class. Ask students if they have input as to how to help with memorization and technique of scales. Pack up.</p>	
Differentiation Strategies	<p><i>What can be done differently with this lesson to meet the needs of students that are demonstrating difficulty with comprehension; what modifications to instruction, guided practice, and independent practice could be done to meet the unique needs of the students</i></p> <p>Some techniques to help students can be to highlight in different colors next to each note in each scale on the fingering charts. For instance, the color blue can be for the Bb concert scale etc. Another technique can include slowing the scale down and play each note longer only moving to the next note when the student feels certain that he or she knows how the next note is fingered.</p>	
Homework/Independent Practice *		
Notes		

In this lesson plan the concept of memory was applied by using different memory methods and techniques. The techniques used were visualization and rehearsal. Visualization was used by providing the students with hand out scale sheets and fingering charts for each section. With the hand outs, the students can see the relationships between each pitch on the staff and on their specific instrument. Fundamentally, students gain from this because they can imagine how it is supposed to sound and how they should physically move to make the appropriate sounds.

Also, rehearsal was used throughout the lesson, not only because the idea of band class is a rehearsal, but by slowly playing the scales and gradually speeding up as the students improved and felt comfortable. With this, the students were able to play it slow and correct and speed up as they were building muscle memory. It also helped that during the time that the sections were getting individual attention, the idle students were fingering through the scales, rehearsing even while not being taught. Furthermore, muscle memory is very important to a musician because the idea of music is based upon scales and flow. Thinking about a scale takes too much time while playing through a piece. Scales have to be memorized to the point the fingers move naturally. With that being said repetition is the key.