

Lesson Plan

Subject: High School
concert bands

Teacher: Devin
White

Date:

School:

Content/Strand Area:

Grade Level(s): 9-12

Classroom Type: band

Objectives:

NCSCOS

Student Friendly

- Listen and follow along with music
- Sight read music
- Discuss in groups the goals of the piece
- Play in sections and help each other learn difficult parts

Time	Procedure	Materials
15 min	<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>Unpack instruments and Introduce the Stars and Stripes Forever by John Philip Sousa and ask students:</p> <ul style="list-style-type: none"> • Have you heard it before? • Have you played it before? • What do you associate it with? (i.e. 4th of July, America, etc.) 	Sheet music, score, instruments
5 min	<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>Lesson objective is to learn their parts of the piece by working in groups by instruments.</p>	
15 min	<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>Play at least one recording of the piece while following along with the music and fingerings:</p> <ul style="list-style-type: none"> • Answer questions students may have on notes/techniques/alternate fingerings. • Have students write down what they feel is important to play attention to. (It will be discussed later amongst their sections) 	Recording(s) of the piece, sheet music, score, instruments, something to play the recording on
10 min	<p>Guided Practice with Corrective Feedback</p> <p><i>What will the students be doing to demonstrate comprehension; Describe what supervision, teacher intervention, and assessment will look like</i></p> <p>Sight read the entire piece from top to bottom trying not to cut off and start over.</p> <ul style="list-style-type: none"> • Not stopping gives the students insight as to what it is supposed to sound like when they play it and shows them what they should work on. • Call out measure numbers and repeats in music to help guide students. <p>After run through, discuss sections that would require work as well as sections</p>	Sheet music, score, instruments

	that were played well.	
30 min	<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>Split off into groups by sections and have them rehearse themselves depending on what passages that section had the most difficulties with. This will allow students to be prepared when you are ready to rehearse their particular section. Make sure the students discuss the brainstorming used earlier. It helps to separate the piece into sections i.e. intro, A section, B section, Trio, etc.</p>	Sheet music, score, instruments
10 min	<p>Lesson Review <i>What concepts and procedures need to be reiterated and what procedures will be followed</i></p> <p>Class discussion:</p> <ul style="list-style-type: none"> • Which sections need most rehearsal? • How can we as a class work together to prepare this piece efficiently? 	
5 min	<p>Closure and Objective Review <i>How is the lesson concluded and how is comprehension assessed to aid in transition</i></p> <p>Pack up and reiterate which parts of music each section should focus on during home practice.</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>Pairing students up with like instruments and re-listening to recording while reading music and fingering along. Students will be able to help one another out with rhythms, fingers, etc. by working with one another.</p>	
Homework/Independent Practice *	<p>Practice entire piece with emphasis on sections of piece rehearsed during independent practice with metronome. Focus on accuracy of notes, rhythms, articulations, and dynamic. Be mindful of key and time signatures and tempo markings.</p>	
Notes	<p>None</p>	