

# George Mason University

## Music Lesson Plan

Name: David Anderson  
 Subject & Level: 6<sup>th</sup> Grade Flutes

Date: 3/6/18  
 School: Churchill Road Elementary School

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Instruments</li> <li>• Warm Up Handouts</li> <li>• Measures of Success – Book 1</li> <li>• Pencils (for kids), board/marker (for teacher)</li> <li>• Chairs, stands, nametags, stickers, metronome (speaker + phone)</li> </ul>
---

<ul style="list-style-type: none"> <li>▪ Activity or Title of Music</li> <li>▪ Estimated Start/End Times</li> <li>▪ Standard(s)</li> <li>▪ Assessment &amp; Mastery</li> </ul>	Procedure (SW/TW)
<p>The student will demonstrate procedures for care of the instrument.            MUS: EL.10.3   E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6            Assessment: Group - Visual</p> <p>The student will demonstrate proper playing posture and instrument position.            MUS: EL.10.4   E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6            Assessment: Group - Visual</p> <p>The student will produce tones that are clear, free of tension, and sustained.            MUS: EL.11.2   E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6   S: 5.2            Assessment: Group &amp; Individual - Aural</p> <p>The wind student will read and perform one-octave ascending and descending major scales.            MUS: EL.6.1   E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6            Assessment: Group &amp; Individual - Visual and Aural</p> <p>---</p> <p>The student will echo, read, and perform simple rhythms and rhythmic patterns.            MUS: EL.2   E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6   M: 5.4            Assessment: Group &amp; Individual – Aural</p>	<p>(8:45 – 8:50)  <b>Review procedure</b> for assembling instruments correctly (reeds), blowing warm air through instrument, having stand at the correct height. <b>MAKE SURE</b> everyone has a <b>PENCIL</b> (hand them out)!</p> <p>(8:50 – 9:00)  <b>Churchill Road Band Warm Ups #2, #3, #4</b> (Tone, Intonation)</p> <ul style="list-style-type: none"> <li>- Long Tones and F Stretch (WITH metronome: 8 counts, then 4 counts rest—chromatically descending and ascending from F)</li> <li>- Review concepts of breathing, air, tone, counting, embouchure, <b>posture</b>, fingerings, intonation, and enharmonic spellings.             <ul style="list-style-type: none"> <li>o “How” breath, small aperture and tight corners</li> </ul> </li> <li>- Review articulation markings and their meanings.</li> </ul> <p>(9:00 – 9:10)  <b>Review Concert Ab Major Scale</b> (Fingerings, Key Signatures)</p> <ul style="list-style-type: none"> <li>- Review fingerings and key signature before students play—talk through the notes. “Say the notes with me.”</li> <li>- In pattern, with metronome.</li> <li>- TW ask students to play individually and in groups.</li> <li>- Do scale in half notes.</li> <li>- Then, play scale in a round. Group A and B.</li> </ul> <p>---</p> <p>(9:10 – 9:25)  <b>Measures of Success – Book 1.</b> Working through songs in method book to improve music literacy skills (notes on the staff, key signatures, rhythms, articulations) as well as new fingerings, note combinations, and accidentals. 6<sup>th</sup> graders completed their band karate belts already, so we just work through the rest of the book.</p> <p><b>6.15 Beat Street</b> (p. 45) (Rhythm)</p> <ul style="list-style-type: none"> <li>- A rhythmic warm-up for 6.16</li> <li>- TW introduce the definition of “syncopation”</li> <li>- TW review “ties”</li> <li>- SW circle the beats where they will clap.</li> </ul>

The student will maintain a steady beat at various tempos in the music literature being studied.

MUS: EL.12.6 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.4

Assessment: Group - Aural

The student will identify, read, and perform music in simple meters.

MUS: EL.4 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6 | M: 5.2

Assessment: Group - Aural

The wind student will demonstrate contrasting articulations (tonguing, slurring, staccato, accent).

MUS: EL.11.3 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.2

Assessment: Group & Individual - Aural

The student will identify and notate key signatures of scales and literature being performed.

MUS: EL.5 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6

Assessment: Group - Aural and by question

The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 1 and 2.

MUS: MIB.13 | E: 6.1, 6.2

Assessment: Group & Individual - Aural / Visual

The student will demonstrate ensemble skills at a beginning level, including balancing and blending instrumental timbres.

MUS: MIB.12.1 | E: 6.1, 6.2

Assessment: Group - Aural

- TW count the rhythm in time
  - o “What do you notice about measures 2 and 3?”
- SW count the rhythm in time
- TW clap the rhythm in time
- SW clap the rhythm in time
- TW ask students to clap in pairs
- TW ask students to play rhythm on a Bb (play Bb first)
- SW play the rhythm
- TW ask students to play in pairs

### 6.16 Syncophobia (Rhythm)

- “It’s the same rhythm, but different notes!
- Remind students about the key signature
- TW model the piece
- SW play piece
- TW correct errors in fingerings, rhythms, and articulation
- TW ask students to play in pairs

(IF TIME)

### 6.15 The Cassions Go Rolling Along (Rhythm and Style)

- NUMBER YOUR MEASURES! Pickup doesn’t count!
- Remind students about the key signature—NEW KEY! What scale is that?
- SW play Eb major scale
- TW ask students about march style and clarify
- TW demonstrate first 4 bars, while students tizzle
- SW play first 4 bars
- TW correct errors in fingerings, rhythms, and articulations
- SW play first 4 bars again
- TW demonstrate last 4 bars, reminding students about syncopation, while students tizzle (x2 if needed)
- SW play the last 4 bars
- TW correct errors in fingerings, rhythms, and articulations.
- TW ask students to play individually and in pairs
- IF students are struggling—slower work, going note by note
  - o Anticipating bars 5 and 6 will be a challenge
    - If so, more tizzling
  - o Reminding students about tonguing and accents
  - o Keeping light on the eighth notes; play to the accents!

(9:25 – 9:40)

### Ensemble Piece – War Pavane (MUSIC!)

- Remind students about date, time, and location of event
- TW do dry run of the piece, stopping around the end of the first page (we have been working on this for 3 weeks)
  - o TW use their performance to dictate further instruction
- SW play individual parts as “groups”
- TW correct errors through demonstrating, going note by note, saying notes in time, repeating syllabic gestures.

(9:40 – 9:45)

### Packup and Dismissal

- Remind students to swab instruments
- Return pencils
- Last time I’m seeing them—bye!