

George Mason University

Music Lesson Plan

Name: David Anderson
 Subject & Level: Symphonic Band 3rd period

Date: 4/23/18
 School: Frost Middle School

Materials:

- Chairs & Stands, Pencils, Instruments, Band Binder, Metronome / Tuner on speakers (if necessary)

<ul style="list-style-type: none"> ▪ Activity or Title of Music ▪ Estimated Start/End Times ▪ Standard(s) ▪ Assessment & Mastery 	Procedure (SW/TW)
<p style="text-align: right; margin-right: 20px;">9:11am</p> <p style="text-align: right; margin-right: 20px;">0:00 – 0:03</p> <p style="text-align: right; margin-right: 20px;">0:03 – 0:12</p> <p>TSWBAT:</p> <ul style="list-style-type: none"> • Demonstrate appropriate posture • Demonstrate correct breathing technique <p>Visual, aural assessment</p>	<p>START STOPWATCH</p> <p>Get settled</p> <p>Breathing and Warm Ups</p> <ul style="list-style-type: none"> • Posture reminders • Lots of warm air, confident, full sound, big breath • Legato, smooth, steady pitch • Balance and intonation (tune individuals and sections as necessary—give tips for working on tuning)
<p style="text-align: right; margin-right: 20px;">0:12 – 0:16</p> <p>TSWBAT:</p> <ul style="list-style-type: none"> • Perform with a clear, steady tone • Perform correct pitches with appropriate technique • Demonstrate adjustment of embouchure <p>Aural assessment</p>	<p>Flexibility Step 4</p> <ul style="list-style-type: none"> • Brass—take off mthpc & buzz • • Fast air, blow through the notes. Slur. • Firm corners, think “ee” for high notes
<p style="text-align: right; margin-right: 20px;">0:16 – 0:20</p> <p>TSWBAT:</p> <ul style="list-style-type: none"> • Identify and notate key signatures of scales • Perform an ascending and descending concert A-flat scale <p>Visual, aural assessment</p>	<p>CONCERT Db Major (Quick Review for piece)</p> <ul style="list-style-type: none"> • Isolate instruments—C, Bb, Eb, F • Ask individuals: How many flats? What are they? <ul style="list-style-type: none"> ○ Review process for understanding key signatures—refer to poster on the board • Talk through notes, and say/finger notes if necessary • Tizzle/wind pattern and finger if necessary • Play in half notes, then quarter notes, then pattern • Isolate instruments & correct fingerings as necessary

0:20 – 0:45

Folksong Festival (detail work)

TSWBAT:

- Identify, read, and perform rhythmic patterns
- Demonstrate ensemble skills, including balance and blend
- Match dynamic levels, playing style, and intonation in an ensemble
- Respond to conducting patterns
- Maintain a steady beat
- Demonstrate a variety of articulations and phrasing

Visual, aural assessment.

Individuals, sections, and as a group.

- SFZ in first 4 bars. Immediately get soft after it.
- M.10 – lean on 2nd beat.
- M.25 – Trumpet entrance. Tat TEE ya ta.
- M. 41 – Brass chorale! Forte, sustained, singing. Less woodwind.
- M. 51 – Get even softer. Hold downbeat. Don't crescendo until 59.
 - Isolate legato quarters at 51 AND 59.
 - Isolate timpani part
- M. 75 – Slow down and isolate woodwind parts (clarinet)
 - Snare drum – on rim
- M. 77 – Take it slower and isolate non-melody parts.
- M. 85 – Repeated eighths need DIRECTION
 - WRITE crescendos in your part
- M. 92 – Last note is LEGATO
- M. 96 – BIG sustained brass vs. light dainty woodwinds
- M. 105 – Isolate T. sax and Low Brass
- M. 113 – Bass Drum!
 - Much more volume
 - Higher stick height, hit off center, start far from the drum, hit with the wrist, and then come right back up to where you were. Also, mute it on the downbeats. BOOM, mute. BOOM, mute.
- M. 123 – Circle key change!
 - Lightly accent downbeats. Feel the lilt.
 - Same thing, saxes at 131
- M. 155 – Fortepianos more dramatic. Pop out of the band.
- M. 159 – Write, sp!
- M.161 – Lots of direction to the line, crescendo up. Once you hit a long note, back away! (write it in)
- M. 178 – Listen to clarinets for tempo, remain steady
 - Vibraphone – hear part and explain pedaling marks
- M. 190 – Legato, BARELY any tongue
- M. 199 – Remind melody, no breath. Accomp. very smooth