

Date: March 31, 2014
Class: Eisenhower Middle School, 3rd hour, 7th/8th grade band

Teacher/Conductor's Name: Ms. Bobbi Ehrlich
Cooperating Teacher: Mr. Scott Freeby

Prior Knowledge/Skills

The students know their notes and rhythms for Childhood Hymn for the most part. With Mission impossible, the students know how to count in 5/4, but are not skilled at this yet.

Rehearsal Objective

By the end of class, students will execute a legato tonguing style in the context of Childhood Hymn 75% of the time.
By the end of class, students will demonstrate an understanding of phrase length and shape in Childhood Hymn 80% of the time.
By the end of class, students will assess matched styles of articulation and proper style in Mission: Impossible.

Assessment of the Rehearsal

Students will be assessed through performance. They will also be assessed through their understanding by answering questions and applying concepts taught in the abstract to concrete examples in the music.

Relevant Contextual Factors:

Students have had this music one week.

Modifications/Accommodations needed:

Some students may need some slack when doing breathing concepts as their lungs and breathing may not be up to full working capacity for the tasks at hand.

Instructional materials, resources, & Technology:

Music, worksheet packet, metronome, melody page

Personal Improvement Objective:

Be able to keep class moving so as to keep students engaged.

National Standards Addressed

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.

Rehearsal Plan

<u>Time</u>	<u>Activity</u>	<u>Description</u>	<u>Purpose of Activity</u>	<u>Sequence</u>	<u>Assessment</u>
0-10	Review Theory worksheet	Students will be assigned the 2 pages of theory worksheet that is due on Thursday.	Homework assignment/theory lesson.	<ol style="list-style-type: none"> 1. As students walk in the door, remind them to get out their worksheet packets and music to be ready for rehearsal. 2. Go over the worksheet pages with the students – about key signatures and circle of 4ths. 3. Remind students this worksheet is due on Thursday. 	Go over one or two questions in class to see if students are able to take the right steps to get the answers.
10-15	Morning exercises Breathing exercises	Students will do some stretching and breathing gym exercises lead by me.	Loosen up the students, expand the lungs and get the students thinking about where the breath support comes from and how to fill up the lungs.	<ol style="list-style-type: none"> 1. Students stand up and put their instruments on their chair. 2. Have students do some light stretching, twisting, arm circles, and torso leans. 3. Do the ragdoll breathing exercise. Students will lean over and breath deep to feel the expansion below their rib cage. 4. Breathing Gym exercises: in for 2, out for 8 on “s”. Air on palm, in for 4, out for 8, 12, 16 5. Have students sit back down. 6. Do the same second exercise on an F-A Blend. 	Watch students when breathing, be sure that they are breathing correctly. Check for proper air support as they plan and warm tone.
15-18	Grand Major Scales	Students will warm up their instruments on 3 major scales, B-flat, E-flat, and A-flat.	This gets students thinking about their key signatures and scale patterns (using the ones that will be in their music for the day).	<ol style="list-style-type: none"> 1. Ask students to get up their grand majors scale sheet. 2. Start the band off. Between scales, comment about proper breath support, posture, and tone as well as correcting any wrong notes. 	Visual and aural assessment, being sure to comment as necessary.
18-25	Childhood Hymn	We will use the melody sheet	This activity will allow everyone to learn the	<ol style="list-style-type: none"> 1. Have the band pull out the melody page that is on their 	Self-assessment and listening to others, ask students to see if they

	Melody Sheet	where every student is playing the melody to work on phrasing, connection, and tone.	main melody line. They will also be able to work together to make a connected sound with beautiful phrasing. With group support, it will be easier to fix mistakes and is a differentiation for learners.	stand. 2. Play the melody as an ensemble to make sure that everyone knows the notes and rhythms. 3. Sing the melody line on a doo. 4. Address legato tonguing technique and how they need to support it with their air. 5. Play it again. If it is still rough, have principal players play it, then maybe sections at a time. 6. Talk about breathing and phrasing. 4 bar phrases and you can't have a whole beat to breathe. 7. Play it a few times until it sounds good.	are matching each other and give feedback.
25-35	Childhood Hymn – melody in context (m. 13-22)	It is important to put the melody in context so we can hear it and be sure that it balances.	Students will hear the melody in context and know how they need to play in order to expose the melody to the audience. They will also get the chance to hear what other interesting lines occur and should be brought out.	1. Play measure 13-22. 2. Ask the students which instrument(s) have the melody line that we learned. 3. Play again, balancing so that we can hear that melody. 4. Take out the melody, have everyone else play their part. 5. Have students raise their hands if they have an interesting line as well. 6. Ask those interesting lines to play. 7. Play with all but melody again, see if we can hear this interplay. 8. Add back flute and trumpets. 9. Full run through of the piece, top to bottom.	Question/Answer to be sure they understand who has what line and what is important. Self-evaluation of proper balance. Aural assessment.
35-41	Childhood Hymn - Listening	Students will listen to a recording of	It is important for students to get a concept of the overall	1. Have the students close their eyes and listen to the recording. 2. Have each section come up with	Discussion-based. Are the students hearing the quality musicianship in the recording and

		Childhood Hymn and reflect on it afterwards.	structure of the piece as well as begin to critique their own playing against a professional recording to decide where they still have room to grow.	one thing they liked and want to work on for our performance. 3. Discussion of things they heard, using musical terms and talking about how we can work on these concepts in the future.	being able to apply the ideas to what they could work on?
41-48	Mission: Impossible - Main groove	Students will work on the main groove rhythm and style, being sure to count it well in 5/4.	5/4 is a difficult meter for the students. This main groove is played in almost every measure of the piece by some instrument, therefore is vital to be understood and played accurately in order for the band to play together.	1. Count and clap the rhythm with a metronome at quarter = 150. 2. Play the rhythm on a concert A. Work on matching alignment, articulation, and style. 3. Play m. 22-24 where everyone lines up with this rhythm. 4. If time, play from beginning – can we make it to the downbeat of 24 together?	Aural assessment/self-evaluation.
