

Name: Garland

SUBJECT/GR: Band/5

DATE: Week of 3/2/15

LEARNING TARGET: (Targets for the week) Counting eighth notes and applying to playing on instruments; continued reinforcement of proper tone production and breathing. Slurs and review/reinforcement of counting dotted half notes in addition to the other rhythmic values we have already learned.

CC STANDARDS: [CCSS.ELA-LITERACY.RST.6-8.4](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

[CCSS.ELA-LITERACY.RST.6-8.5](#)

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Frameworks: M.1.5.5

Read eighth note and sixteenth note patterns; variety of tempi (e.g., andante, moderato); more complex melodic patterns (e.g., do-re-mi-fa-sol-la-ti-do/1-2-3-4-5-6-7-8, major scale); dynamic levels—pianissimo (pp), piano (p), mezzo piano (mp), mezzo forte (mf), forte (f), and fortissimo (ff) ;change in dynamic level—crescendo, decrescendo; 3/4 and 4/4 meters

M.1.5.6

Identify notes written on the lines and spaces of the treble clef and bass clef

M.1.BI.1

Demonstrate characteristic sound using proper

- Posture
- Breath support
- Hand position
- Embouchure
- Intonation (e.g., ear, tuner, pitch center)

ACTIVITIES:

3/2: Full Band (Garland):

(Bratten will pull percussion for separate lesson)

Breathing exercises—expelling air in a controlled manner to produce proper sounds on instruments

Warmup: #42

Review: Question: What is a slur? How do you play a slur? Where does it start and stop? Does it change the way you produce sound? Why or why not?

Book: #45-47—reviewing the dotted half note/slurs and adding additional time signatures

Closing: Review 3/4 time and the dotted half note/slur; assign #48-50 for remainder of week

3/3: Woodwinds (based on new schedule): (Bratten)

(Garland will circulate and check for understanding)

Breathing exercises—expelling air in a controlled manner to produce proper sounds on instruments

Warmup: #42

Review: Question: How do you count a dotted half note? Eighth notes? How do you tap your foot to count these values?

Book: #48-50—reviewing the dotted half note/slurs and adding additional time signatures

Closing: Review 3/4 time and the dotted half note/slur; assign #50-52

3/4: Percussion: No class—new schedule

3/5: Small group: Brass

Breathing exercises—expelling air in a controlled manner to produce proper sounds on instruments

Buzzing exercises—siren buzzes, call and response

Call and response on horns—separate the notes with the tongue, keep steady airflow going

Review—slurs and dotted half notes—counting properly, then transferring that knowledge onto the instrument

Book: #42, #45-46

Closing: Review counting procedures; discuss areas for improvement; assign #48-52

3/6: Full Band (Garland)

(Bratten will circulate and check for understanding)

Warm-up: #42

Breathing exercises

Call and response on Concert F as a group; percussion will respond to rhythms

Book: #48-52—emphasis on proper tone production, counting, fingerings

Closing: Review note names; assign #52-55 for next week and assign next playing test

ASSESSMENTS:

3/2: Listening/watching—feedback will be immediate

3/3: Listening/watching—feedback will be immediate

3/4: No class

3/5: Listening/watching—feedback will be immediate

3/6: Listening/watching—feedback will be immediate

RESOURCES:

Projector, computer