

Teacher	Loughran	Subject	Sr. Band	Periods	7
Unit/Chapter	5	Grades	8 thru 12	Date	4/11-4/15

Essential Question: What big question will students be able to answer when this unit/lesson is completed?

If Practice makes Perfect what makes perfect practice.

Guiding Questions: What smaller questions will guide students to an understanding of the essential question?

GQ 1	What are the steps for perfect practice?
GQ 2	What is a major scale?
GQ 3	What are rudiments?
GQ 4	How can we use scales and rudiments to prepare our music?
GQ 5	How can we use scales and rudiments to sight read?
GQ 6	
GQ 7	
GQ 8	

Student Friendly Objectives or "I Can" Statements to Be Displayed

1	I can perform music at a superior rating
2	I can
3	I can
4	I can
5	I can
6	I can
7	I can
8	I can

Lesson Procedures: Explain the steps you will be using to engage students with the content as you teach these objectives and gradually release responsibility for the learning to students.

	Day 1	Day 2
Anticipatory Set: How will you create interest and relevance for your students?	Students warm up on their instruments. Section leaders take tuners and tune themselves and members of their section	Students warm up on their instruments. Section leaders take tuners and tune themselves and members of their section
1. Modeling or Focused Instruction	Tune, B-flat Major Scale, G Major Scale, D Major Scale, Rudiments, Whole Note, Eighth Note, Slurred v. Tounded	Tune, B-flat Major Scale, G Major Scale, D Major Scale, Rudiments, Whole Note, Eighth Note, Slurred v. Tounded
2. Guided Practice	Review Previous Music from Rehearsal, Learn New Section of Music, Rehearse with Macro-Micro Rehearsal Method	Review Previous Music from Rehearsal, Learn New Section of Music, Rehearse with Macro-Micro Rehearsal Method
3. Independent Practice or Collaboration	Sections rehearse and focus on their part while in between pieces of music. Different sections sit in the front row for focus on note accuracy and rhythm accuracy	Sections rehearse and focus on their part while in between pieces of music. Different sections sit in the front row for focus on note accuracy and rhythm accuracy
4. Application or Independent Work	Pass Offs	Pass-Offs
Closure Activities: How will you recap the lesson?	Run Through of Music, Sectional Pass Off, Individual Pass Off	Run Through of Music, Sectional Pass Off, Individual Pass Off

Day 3		Day 4
Anticipatory Set: How will you create interest and relevance for your students?	Students warm up on their instruments. Section leaders take tuners and tune themselves and members of their section	Students warm up on their instruments. Section leaders take tuners and tune themselves and members of their section
1. Modeling or Focused Instruction	Tune, B-flat Major Scale, G Major Scale, D Major Scale, Rudiments, Whole Note, Eighth Note, Slurred v. Tounded	Tune, B-flat Major Scale, G Major Scale, D Major Scale, Rudiments, Whole Note, Eighth Note, Slurred v. Tounded
2. Guided Practice	Review Previous Music from Rehearsal, Learn New Section of Music, Rehearse with Macro-Micro Rehearsal Method	Review Previous Music from Rehearsal, Learn New Section of Music, Rehearse with Macro-Micro Rehearsal Method
3. Independent Practice or Collaboration	Sections rehearse and focus on their part while in between pieces of music. Different sections sit in the front row for focus on note accuracy and rhythm accuracy	Sections rehearse and focus on their part while in between pieces of music. Different sections sit in the front row for focus on note accuracy and rhythm accuracy
4. Application or Independent Work	Pass-Offs	Pass-Offs
Closure Activities: How will you recap the lesson?	Run Through of Music, Sectional Pass Off, Individual Pass Off	Run Through of Music, Sectional Pass Off, Individual Pass Off
Day 5		Reflection
Anticipatory Set: How will you create interest and relevance for your students?	Students warm up on their instruments. Section leaders take tuners and tune themselves and members of their section	What went well? What needs to be revisited?
1. Modeling or Focused Instruction	Tune, B-flat Major Scale, G Major Scale, D Major Scale, Rudiments, Whole Note, Eighth Note, Slurred v. Tounded	
2. Guided Practice	Review Previous Music from Rehearsal, Learn New Section of Music, Rehearse with Macro-Micro Rehearsal Method	
3. Independent Practice or Collaboration	Sections rehearse and focus on their part while in between pieces of music. Different sections sit in the front row for focus on note accuracy and rhythm accuracy	
4. Application or Independent Work	Pass-Offs	
Closure Activities: How will you recap or summarize the lesson?	Run Through of Music, Sectional Pass Off, Individual Pass Off	
Instructional Strategies: From the dropdown boxes choose all high-yield instructional strategies that apply to your lesson.		
Setting objectives and providing feedback	Nonlinguistic representations	
Reinforcing effort and providing recognition	Assigning homework and providing practice	
Cooperative learning	Identifying similarities and differences	
Formative Assessment: How will you check for understanding during instruction? (could include a pretest if applicable)		Summative Assessment: How will you know if students have learned the content? (could include a post test if applicable)
Aural and Visual Assessment, Sectional Pass-Offs, Pre-Tests		Post-Tests, Monthly Pass-Offs, Chair Auditions

Interventions		Describe how you will reteach using new instructional strategies, addressing all learning styles, changing resources, and/or involving students in collaborative or cooperative learning.		GT Modifications		IEP and 504 Modifications	
Tier I Instruction: When less than 80% of your students are not successful, how will you reteach the lesson?		Re-teach the lesson using various visual or kinesthetic methods, perhaps change the song selection		Section Leader, Spotlight students, Higher notes, Solos, Chamber Ensembles, Select Smaller Ensembles		Longer time on pass offs and assignments, Modified rubric to grade their performance	
Tier II Instruction: How will you help the 15-20% of students who are still struggling?		Use section leaders or model students to perform or model the appropriate technique and work with students in small groups					
Tier III Instruction: How will you help the 3-5% of students who are still struggling?		Have students stay after school and work one on one during advisory, or have drum major lead rehearsal while I work with these specific students					
Materials Needed: What materials will students need? What materials will the instructor need?		Classwork: What work will be produced?		Homework: What practice or reinforcement will students do at home?			
Music		Performance		Monday: Tuesday: Wednesday: Thursday: Friday:			
Vocabulary: What new content terms will be taught with this lesson?							
A-flat Scale		B-flat Scale		E-flat Scale		F Scale	
Flamacue		Drag Tap		Five Stroke Roll		Rudiments	
Articulation							
Interdisciplinary Connection		Daily Beginning Routine		Daily Ending Routine			
Science		Pick up music and folder, beginning tuning and warming up as an individual		Run through music or show and then pack up music			
English							
Math							
Social Studies							
Common Core State Standards				Arkansas Frameworks			
		CCRA.W.4, 6 CCRA.SL.1, 4		CR.2.BI-IV.1		Students will continue to compose original melodic lines during subsequent years of Band.	
				CR.3.BI-IV.1		Refine original artistic work developed individually	

		P.4.BI-IV.1	Appraise increasingly complex music in contrasting styles
		P.4.BI-IV.2	Sight-read advanced music literature
		P.5.BI-IV.1	Read advanced music notation and symbols when refining music for presentation
		P.5.BI-IV.2	Perform with characteristic tone quality at all dynamic levels in the full range of the instrument
		P.5.BI-IV.3	Demonstrate superior intonation individually and in large or small ensembles in the full range of the instrument
		P.5.BI-IV.4	Perform all articulations at a superior level as stylistically appropriate
		P.5.BI-IV.9	Students will continue to demonstrate correct practice procedures during subsequent years of Band.
		P.5.BI-IV.6*	Play rudiments by memory at a superior level
		P.5.BI-IV.7	Play major, natural minor, and chromatic scales by memory at a superior level