

Lesson Plan Template	
<b>Name:</b> Thomas Burns <b>Date:</b> February <b>Grade:</b> Middle School <b>Homeroom Teacher (if elementary school):</b>	<b>Unit Title:</b> <b>Lesson Title:</b> <b>Lesson #: 2</b> <b>Time:</b> 15 minutes
<b>Unit Objective:</b> <ul style="list-style-type: none"> <li>Students will be able to understand the skills necessary to play music with other musicians and work as a team to play a piece together.</li> </ul>	
<b>Lesson Objective:</b> <ul style="list-style-type: none"> <li>Students will be able to breathe together as an ensemble and understand how to control their breathing.</li> <li>Students will be able to produce a controlled note with the correct technique and gain muscle memory to play their instruments.</li> <li>Students will be able to gain section/individual confidence and Independence.</li> <li>Students will be able to understand their musical role in the ensemble's overall sound.</li> </ul>	
<b>Essential Learning Outcomes (ELOs):</b>  Which of the following ELOs will students develop through this lesson? <ol style="list-style-type: none"> <li>Critical and creative thinking</li> <li>Quantitative literacy</li> <li>Information literacy</li> <li>Written and oral communication</li> <li>Integrative and applied learning</li> <li>Inquiry and analysis</li> <li>Program competency</li> <li>Creative problem solving</li> <li>Teamwork</li> <li>Civic knowledge and engagement</li> <li>Intercultural knowledge and competence</li> <li>Ethical reasoning and action</li> <li>Foundations and skills for lifelong learning</li> </ol>	
<b>National Core Arts Standards:</b>  What standards will this lesson support? <ol style="list-style-type: none"> <li>Select, analyze, and interpret artistic work for presentation. Identify basic strategies musicians use to practice and employ them in readying a musical work for performance. (N.M.P.04)</li> <li>Convey meaning through the presentation of artistic work. Match a musical performance with expressed intent (e.g., wanting the audience to identify with an emotion). (N.M.P.06)</li> </ol>	
<b>Assessment:</b>	

How will you measure enduring understanding? What tools will you use?

I will be measuring enduring understanding by listening to how students are playing. By listening and then evaluating I will be able to correct students playing as needed. In addition to this, students will be playing independently. By playing independently I will be able to evaluate them individually. I will also be measuring their understanding by asking them questions about what we are doing.

**General Description:**

Students will gain an understanding of how to be a member of a musical ensemble. Students will review the content that was covered last class. They will review the new notes they learned and proper posture when playing. Students will then move into the breathing part of their lesson. Through breathing exercises, students will build skills to control their breathing and will be able to breathe as an ensemble. Students will then play an intonation game. Students will play a note as fast and accurately as they can whenever someone on their left makes eye contact with them. The last activity of this lesson is the Otaki balance exercise. The balance exercises have students play notes on a certain beat to teach them about ensemble roles.

**Materials:**

List all the materials that you will need for this lesson:

- Appropriate Instruments
- Music Stands
- Pencils
- Reeds(if needed)
- Valve Oil(If needed)
- Printed music

**Content**

**Timing**

Introduction

**Review**

- Posture
  - Feet on the floor and sitting on the chair
- Pitches
  - Review the notes we learned last week by having students sustain them when asked. Start from the bottom Note and go up.
    - Trumpet and Clarinets: C, D, E and G
    - Flute: G A B and D
    - Alto Saxophone: G, A ,B and D
  - Review the notes we learned last week by having students sustain them when asked. Start from the top note to the bottom not.e
    - Trumpet and Clarinets: G, E, D, and C
    - Flute: D, B, A and G
    - Alto Saxophone: D, B, A and G

Block 1

<p><b>Breath Training</b></p> <ul style="list-style-type: none"> <li>● Otaki Breathing Gym <ul style="list-style-type: none"> <li>○ Breathe in for a quarter note(60 bpm), Breathe out for a quarter note</li> <li>○ Breathe in for a half note(60 bpm), Breathe out for a half note</li> <li>○ Breathe in for a half note(80 bpm), Breathe out for a half note</li> <li>○ Breathe in for a half note(100 bpm), Breathe out for a half note</li> <li>○ Breathe in for a half note(120 bpm), Breathe out for a half note</li> <li>○ Breathe in for a half note(160 bpm), Breathe out for a half note</li> </ul> </li> <li>● Breathing Gym <ul style="list-style-type: none"> <li>○ Breathe in at the dynamic level of p for 16 beats and Breathe out for 16 beats.s</li> <li>○ Breathe in at the dynamic level of mf for 12 beats and Breathe out for 12 beat.s</li> <li>○ Breathe in at the dynamic level of Forte for 8 beats and Breathe out for 8 beats.</li> <li>○ Breathe in at the dynamic level of Fortissimo for 4 beats and Breathe out for 4 beat.s</li> </ul> </li> </ul>	
<p><b>Content Modification</b></p> <ul style="list-style-type: none"> <li>● If students are struggling to breathe together I will count aloud and cue them as necessary.y</li> <li>● If students are struggling to breathe in or breathe out for the duration we can shorten the time of the beats or speed up the tempo</li> <li>● If students are not able to breathe together we will break off into small groups and practice.</li> </ul>	
<p><b>Content Extension</b></p> <ul style="list-style-type: none"> <li>● If students are doing well during the breathing gym we will <ul style="list-style-type: none"> <li>○ Breathe in at the dynamic level of p for 16 beats and Breathe out for 20 beats</li> <li>○ Breathe in at the dynamic level of mf for 12 beats and Breathe out for 16 beats</li> <li>○ Breathe in at the dynamic level of Forte for 8 beats and Breathe out for 12beats</li> <li>○ Breathe in at the dynamic level of Fortissimo for 8 beats and Breathe out for 8 beats</li> </ul> </li> <li>● If there is one student who is doing better than others then they can lead the class in the exercise</li> </ul>	
<p><u><b>Block 2</b></u></p> <p><b>Intonation:</b></p> <ul style="list-style-type: none"> <li>● Students will play a game where they will play a pitch that I assign to them.</li> <li>● Students will then play the note as quickly as they can</li> <li>● Students can only change pitch when the person on their right looks directly at them.</li> </ul>	

<b>Balance exercise(Otaki Exercise):</b> <ul style="list-style-type: none"> <li>Students will play their part based on the balance of the ensemble. <ul style="list-style-type: none"> <li>Tubas will play a Bb for a whole note on beat one</li> <li>Clarinet will play a concert D for a quarter note on beat four</li> <li>Trumpet will Play a concert F for a half note on beat three</li> <li>Saxophone will play a Concert D for a half note on beat three</li> <li>The flute will play a Concert A for a quarter note beat four</li> </ul> </li> </ul>	
Content Modification	
<ul style="list-style-type: none"> <li>If students are not able to play an accurate pitch we will continue to play the game.</li> <li>If students are not able to play an accurate pitch we will remove the speed part of the note. Instead, students will need to play along to a metronome playing quarter notes.</li> <li>In the Otaki exercise, if students do not understand their part or cannot hear their part, students will clap to the rhythm of their parts. Then we will sing our parts. We will finally play it once every is solid on their parts.</li> </ul>	
Content Extension	
<ul style="list-style-type: none"> <li>If students are getting the game quicker than intended, students will play the game and have to move to a different part of the room.</li> <li>If students are getting the game quicker than intended we will start on the opposite side of the room</li> <li>If one student is doing well in this game they will start the game moving forward.</li> </ul>	
<u>Block 3</u>	
Content Modification	
Content Extension	
<u>Block 4</u>	
Content Modification	
Content Extension	
<b>5-minute warning to clean up</b>	
Clean up	
<b><u>Exit ticket (optional):</u></b>	
<b>Assessment of students as a group (How did they do today?):</b>	
<b>Self-assessment (How did I do today?):</b>	

<b>Plans for the next lesson:</b>  What is the next lesson in this sequence/in this unit (1-2 sentence description)?	