

Appendix C

Sample Lesson Plans and Templates

Lesson Plan - Sample Template I

Lesson Overview:

Level Suitability:

Learning Outcomes:

Students will:

Supplies:

Instructional Plan:

Introductory Activity(ies)

Guided Practice

Independent Practice

Assessment:

Extensions:

Sources:

Lesson Plan - Sample Template II

Grade:		Class:		Date:	
Activity	Description	Outcome(s)	Comments		

LESSON: "EXPRESS YOURSELF"

To be completed in 4-5 60 minute sessions

Grade 8/Level II (Band Setting)

Date: October (around Halloween) or Anytime

Outcomes	<ul style="list-style-type: none"> • Students will be able to define, hear and play dynamic levels including piano, mezzo piano, mezzo forte, forte, and fortissimo. • Introduction to phrasing, balance, staccato, and legato. • Students will discover ways to express emotion or enhance a story through sound exploration using instruments. (sound scapes)
Materials	<ul style="list-style-type: none"> • Making Music 8 Student Text • Belwin Band Method Book 2 • Selected Recordings • Internet • Edirol (Zoom Recorder)

Lesson 1

Warm up activity	<ul style="list-style-type: none"> • Begin by leading the class in a discussion around the different ways a person can express their emotions. Responses should include vocal sounds, body movements / language, art, music, and poetry. • Further explore vocal sounds as a way of expression, asking for specific examples. Answers may include whistling, snoring, laughing, whispering, crying, squealing, etc. • Explore body language and specific examples of expression, i.e. anger, happiness, grief, surprise, disgust, and any other students may suggest. 	15 Minutes
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Activity 1	<ul style="list-style-type: none">● Listen to excerpts demonstrating dynamic contrasts. A good example would be Holst's "The Planets" (Mars and Jupiter have dynamic changes early in the pieces). Lead the class in a discussion around techniques used by composers to express feelings or a mood. Responses should include use of dynamics (louds and softs) as well as different instruments and how they are played.● Turn to "Making Music 8" page H-5 and review list of dynamics. Have students copy this list in their portfolio, adding other definitions for staccato, legato, balance and phrasing.● Listen again to excerpts and have them list the dynamic level changes as the piece is played. This may take several playings. Share their "dynamic charts" with the class.	25 Minutes
Activity 2	<ul style="list-style-type: none">● Have students practice dynamic levels on their band instrument. This may be passages from band scores they are currently rehearsing or from the Belwin 21st Century Band Method Book 2	15 Minutes

LESSON: "EXPRESS YOURSELF"

To be completed in 4-5 60 minute sessions

Grade 8/Level II (Band Setting)

Date: October (around Halloween) or Anytime

Lesson 2

Warm up activity	<ul style="list-style-type: none"> ● Review dynamic definitions from previous class found in their portfolios. Ask individuals to play different levels of dynamics on their instrument. Play sections practiced in previous class. 	15 Minutes
Activity 1	<ul style="list-style-type: none"> ● Have students explore the many ways their instrument may be played to express mood or feeling. Ask them to find a sound on their instrument to represent the following: <ul style="list-style-type: none"> ➤ Scoring a goal ➤ Getting an F on your exam ➤ Seeing the cutest girl/guy ever ➤ Coming down with the flu ➤ Being called to the principals office ➤ Finding a \$100 bill ➤ Being chased by a dog ➤ Sneaking around the house ➤ Being angry with your brother or sister ➤ Losing your best friend ● Explain that they may use any combination of notes or rhythms or just a single sound. Explore sounds using mouth pieces, tonging, dynamics, staccato, etc. They may work in groups of two using like instruments. 	25 Minutes
Activity 2	<ul style="list-style-type: none"> ● Have each group share their sounds with the class. 	15 Minutes

LESSON: "EXPRESS YOURSELF"

To be completed in 4-5 60 minute sessions

Grade 8/Level II (Band Setting)

Date: October (around Halloween) or Anytime

Lessons 3 & 4

Warm up activity	<ul style="list-style-type: none"> Review new sounds or patterns created in previous class. 	10 Minutes
Activity 1	<ul style="list-style-type: none"> Using a fairy/folk tale, have students perform a 3 minute or less version of the tale, incorporating new sounds and terms used in previous two lessons to enhance the reading. Groups of 3 to 4 with varied instruments is suggested. Explain that an instrument or melody may represent a character, thoughts, emotions, or movements/actions. Include at least 6 different sounds to be inserted. They may also use percussion instruments to embellish the story. A helpful website would be: www.nationalgeographic.com/grimm/index.2html for students who may need help with choosing a story (the Brothers Grimm tales). You may use a Halloween story if you teach this lesson around October 31st. 	50 Minutes

LESSON: "EXPRESS YOURSELF"

To be completed in 4-5 60 minute sessions

Grade 8/Level II (Band Setting)

Date: October (around Halloween) or Anytime

Lesson 5

Activity 1	<ul style="list-style-type: none">● Perform Compositions for class.● Record using Edirol Recorder	60 Minutes
Final Assessment	Final Composition Dynamic Charts Peer Assessment (Journals) Observations (Group Work, Time Management Skills, and Creativity.)	

Lesson/Grade/Date**Grade 7/Level I**

Outcomes	Melody/Pitch: minor scale; changing voice Form: 1st and 2nd ending Expression: Tempo, Dynamics, Articulation (from Gd. 6 Core Outcomes)
Materials	Making Music 7 Lesson G1 <u>Proud</u> (pg. G-2 student text) Listening Log sheets Thought webs

Warm up activity	<p>♪ Vocal warm-ups – imitating sounds – make it fun – use movement</p> <p>♪ Changing dynamics through warm-up</p> <p>♪ Changing tempo through warm-up</p> <p>♪ Changing articulation through warm-up</p> <p>♪ Identify Major/minor chords</p>	
Activity 1	<p>♪ Discuss elements of music focusing on tempo, dynamics and articulation – record student responses</p> <p>♪ Create thought web on board with class</p>	
Activity 2	<p>♪ Review music symbols in song Proud (pg G3-G-4) and have students listen and follow along with score – stop and start to focus on specific sections of song to help with score reading.</p> <p>♪ Listen a second time and focus student attention on specific elements in the music</p> <p>♪ Students complete thought web and listening log</p>	
Follow up	Do listening activity and complete log independently	

Grade 8/Level II: Band Setting Organizer Focus: Harmony

Outcomes	<p>Students will be expected to...</p> <ul style="list-style-type: none"> * Perform and listen to harmonies within an ensemble using the following chords: I, IV, V7; and intervals: +6, P4, -3. * Perform in a three-part round within an ensemble. * Create and perform a melody with a simple harmonic accompaniment on their instrument.
Materials	Belwin 21 st Century Band Method Level 2, Zoom H4 recorder, Audacity, Music Ace Maestro.

Warm up activity	<ul style="list-style-type: none"> * Have each section play the chord tones of a I-IV-V7-I chord progression. * Play Bb concert scale in three-part canon, utilizing a variety of rhythms. 	
Activity 1	<ul style="list-style-type: none"> * Sight read through “Silly Putty” Lesson 4 ex. 5 in Belwin 21st Century Band Method. * Have students look at the first note they play at each part of the canon and identify the intervals (#1 measure one, #2 measure 5, #3 measure 9). Assign each section to one note (eg. Flutes and clarinets play the first note in measure one, trumpets and trombones play the first note in measure 5, all other instruments play the first note in measure 9). Bring one section in at a time allowing the students to hear the harmonic intervals. Ask them to identify them. * After students seem to be confident with the notes and rhythms have them play as a three-part canon. 	

Activity 2	<ul style="list-style-type: none">* Have students work in small groups with their instruments to create a simple melody in concert Bb. Use the Zoom H4 recorder to record it and put the file in Audacity.* The students are then to create, and record, a simple harmonic accompaniment to be performed on their instrument in class.	
Follow up	<ul style="list-style-type: none">* Quizzes to aurally identify intervals played by the teacher. Music Ace Maestro may also be used to follow up on interval identification (38. Intervals).* Activity 2 will require more than one class to complete. Allow ample time for students to explore, experiment, and create their harmonic accompaniment that is to be performed with the simple melody they create. Once students have performed accompaniments in class have them follow up their performing and creating activity with any of the following: self and peer assessments; individual/group reflection of their own performance and the performance of others; class discussion.	

Lesson Plan

SETTING: Band Combined Grades 8 -9/Levels I-II

ORGANIZER FOCUS: Contexts

Outcomes:

Students will be expected to:

1. Perform, listen to and create Jazz and Blues Styles
2. Play from a variety of genres, cultures and eras: 12 Bar Blues, Jazz-swing, and Rock and Roll
3. Understand the historical context of the music studied.

Materials:

Belwin 21st Century Band Method-level 3

Making Music 8

Band Repertoire “Hey Man, Christmas Rocks” arr. Larry Clark Carl Fischer/Publisher or any other band selection that fits your programming needs. Medleys are good for different styles!!

Student exercise books/pencil/highlighter

CD player

Time frame based on 56-minute periods- 6-7 classes

Lesson 1

Teacher gives a brief overview of lesson plan, emphasizing that it is important to understand the context of musical styles that are used, where they originated, and going “beyond the score” for creating and performing. (3 minutes)

1. Have students create a thought web on Jazz. Students can do this in their exercise book while working on their own or in a small group. Students write down any word, phrase, name of person, or any idea that comes to mind when they hear the word Jazz. (10 minutes-at least 10 ideas)
2. Teacher will then do one on the board so that all students can see. Teacher can still question students for answers as the web is “filled-in”. (15 minutes) (Resource used for web are in “Making Music 8-B 3, 6 and 14)

Samples ?s include:

- a) What styles of jazz are you familiar with?
- b) Kinds of groups? Small/large (combos vs. jazz band or “big” band)
- c) Where, when and how did jazz originate? Purpose? Names of performers? Places?
- d) Styles of jazz that you are familiar with (ie. swing, Blues, Rock and Roll, Dixieland etc

**This web can get very time-consuming so you can start the basic web and add to it each class until completed)

3. Band Piece (25-28 minutes)

Briefly introduce Band piece “Hey Man, Christmas Rocks” and explain why this piece is being used- different styles (rock, swing/shuffle, latin rock). Note to students that although the piece does not include blues style, this important style will be used as a separate class on its own).

1. Warm-up on B flat Concert scale using a variety of different ways.
 - no specific rhythm to encourage looking at the band director, and focused sounds using proper breath support. Teacher can also at this time incorporate different conducting gestures in getting students to play scale degrees different ways ie softer/piano (smaller gesture), staccato (short, crisp gestures etc.)
 - play each scale degree with a “new” rhythm that is in the piece (measure one)
2. Sight read first section of the piece (measure 1-27) emphasizing straight eighths. As you go through this section, then have students add more “detail” to their playing (e.g. dynamics and accents). Make important note of the rhythm in the percussion section-basic rock beat/pattern .
3. Conclude by asking students to complete an on line search of “jazz” and come up with more ideas for web next class. Have students practice first section of band piece and come to next class prepared. (e.g. notes, rhythms and articulations etc) .

Grade Seven Classroom

Rondo Lesson 1

Outcomes	Form – Rondo Expression – Body Percussion Rhythm and Metre – 6/8 time
Materials	‘The Body Rondo’ book Rondo Form – group composition sheets Rondo Project sheets

Warm up activity	Start the class with the “Alpha Six” body rondo (The Body Rondo Book p.5). This provides an experience with rondo form, and prepares students for 6/8 time.	Observe how students progress in their use of body percussion, and how they internalize the beat while performing the rhythms.
Activity 1	<p>Using the “Alpha Six” activity as a reference, make students aware of the contrasting sections of this piece of body percussion, and name each section as A, B, C. The students should be able to identify the form as A B A C A.</p> <p>Distribute the “Rondo Form – group composition” sheets. Divide the class into groups, and ask them to compose their own rondo using body percussion. Students should first decide on a time signature, then compose the rhythms and finally add the body percussion. This is an opportunity to reinforce the rhythms that have been learned so far this year (i.e. use tim-ka if it has already been made conscious).</p>	Circulate among the students and note how they create their compositions: are they adhering to the time signature? Are rhythms notated correctly?

Activity 2	<p>Once the compositions have been created, allow the students to practice their body rondos. Challenge them to assess the musicality of their body percussion, and make changes if necessary.</p> <p>Have each group perform their body rondo for the class. Discuss the merits and challenges that each group experienced.</p>	<p>Assess each group as they perform their body rondo. This can be a formal assessment in which each student is evaluated on their composition, as well as their performance of the rondo form (did they perform their sections in the correct order?) and their use of body percussion. This can be a formal evaluation.</p>
Follow up	<p>Distribute “Rondo Project” sheets. Discuss the expectations for this project, and set a due date for the assignment. Encourage students to be creative in their expression of rondo form in visual art, music, or rap/poetry.</p>	<p>This will be a formal evaluation of the students’ understanding of Rondo Form.</p>

Rondo Form - Group Composition

In Rondo form, the A section is stated at the beginning and end of the piece, and is repeated in between contrasting sections.

A B A C A

Create your own RONDO form. In your group, compose a rhythmic piece for 'body percussion'.

A

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B

--	--

C

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Grade 7 Music

Rondo Project

A B A C A

Choose ONE of the following to create your own Rondo Form.

- **ART**

Design your own Rondo form in a visual representation of ABACA. Use colour and shape to show the repeat of the A sections, and the contrast of the B and C sections.

- **MUSIC**

Compose your own Rondo form in a rhythm composition. Decide on one time signature for all sections, and create a four measure rhythmic piece for each section.

- **RAP/POETRY**

Write a Rondo with words. State the A section at the beginning and the end, and insert contrasting verses for B and C sections.

Visual Art – Rondo Form

Name: _____

A
B
A
C
A

Music – Rondo Form

Name: _____

Be sure to include a time signature at the beginning of each section. Your composition can use any of the rhythms learned in class this year:

1 beat: quarter note, quarter rest, two eighth notes, four sixteenth notes (and other combinations)

2 beats: half note, half rest

3 beats: dotted half note, dotted half rest

4 beats: whole note, whole rest

	Time signature/measure 1	Measure 2	Measure 3	Measure 4
A				
B				
A				
C				
A				

Rap/Poetry – Rondo Form

Name: _____

A
B
A
C
A

Grade Seven Classroom

Rondo Lesson 2

Outcomes	Form – Rondo Expression – dynamics and tempo
Materials	‘Making Music 7’ teacher and student books (Module I, Lesson 15) Percussion instruments (hand drum, bongo/conga drums, snare drum, bass drum, two-tone block, temple blocks, tambourine) Zoom Recorder ‘Making Music 7’ CD 10-6 “Lean On Me” Listening diary

Warm up activity	Review the “Alpha Six” body rondo from last class. Collect in completed Rondo projects. Briefly review rondo form, and invite a couple of students to share their projects from last class. (These projects will be formally evaluated and kept in their portfolios).	Students should feel more comfortable performing the body rondo following the experiences from the last class.
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Activity 1	<p>Using the ‘Making Music 7’ student books, turn to page I-50 (Lesson 15) – “Mondo Rondo”. Divide the class into three groups, with each group assigned the A, B, or C sections. Review rhythms as necessary with each group. Have the students use the instrumentation listed and practice their parts. (Some rhythmic reading and percussion technique may need to be covered, depending on the students’ experiences in the class). Students assigned to the B section will need to be aware of 1st and 2nd endings.</p> <p>Once the students are comfortable playing their section, perform the Mondo Rondo as a class. Consider adding dynamics and varying the tempo, as indicated on page I-51.</p> <p>Expand on this performance by inviting each group to improvise a D section in an expanded rondo form: ABACADA. You may also rearrange the order of the rondo to create a different arrangement of the Mondo Rondo.</p>	<p>Assess the students’ ability to read the score, and note if there are any rhythms that may need to be reviewed in subsequent lessons.</p> <p>Assess how the students improvise for the D section. Are they maintaining a steady beat? Do they have an awareness of how their improvised performance fits into the overall form?</p> <p>Record the students’ performance using the Zoom recorder. Ask students to assess their performance</p>
Activity 2	<p>Direct the students’ attention to E-22, “Lean on Me”. Play the recording of the song (CD 10-6) and ask students to note the form of the song. Note that the C section is identified as a “bridge” on the score.</p> <p>Students can complete the “Lean on Me” listening log to keep in their portfolios. Provide an opportunity for the students to sing the song and/or accompany the song using the I,IV, and V chords indicated on the score.</p>	<p>Discuss how this form is used in popular music and challenge students to listen to their favourite music and identify the form. Can they find another example of rondo form?</p>
Follow up	<p>Further opportunities to reinforce Rondo form are included in the Making Music 7 Resource Book (I-75-I-78). Play more examples of musical selections in rondo form for students to identify (e.g. “Rondo alla Turca” by Mozart)</p>	



Listening Diary

Name: _____

Lean On Me

What is the form of this song? _____

What are the opening lyrics for the A section?

What are the opening lyrics for the B section?

What are the opening lyrics for the C section?

The C section in this piece is marked as a “bridge”. How does the bridge sound different than the A and B sections of this song?