

Date: November 1, 2020

Class: 5th grade band

Objectives:

1. The students will be able to play a one octave concert Bb scale ascending and descending
2. The students will be able to play the scale on eighth notes at 100 bpm
3. The students will be able to read a 1 bar rhythm with sixteenth, eighth and quarter notes.
4. The students will play through bars 1-16 of their first piece, Ave Maria (arr. Gallega), with at least 70% accuracy in rhythm and tone.

Standards covered:

- Preparation lesson for P.7.5.4
- P.8.5.1, P.8.5.2, P.8.5.3

Materials:

- Teacher
 - Lesson Plan
 - Bb scale
 - Whiteboard
 - Marker
 - Instrument
 - Score for Ave Maria, arr. Juanjo Gallega
- Students
 - Instruments
 - Part for Ave Maria
 - Pencil (do a check!)

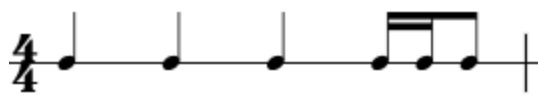
Opening Activity:

- Overview Lesson
 - Good morning everyone, how are you? (Pause and respond to students, then move on) Today we are going to have a lot of fun learning a new piece that I'm sure you'll recognize, Ave Maria! Before we do that, however, let's get warmed up with a Bb scale and a new rhythm.
 - Can anyone tell me what tone is?
- Tuning Bb
 - Have students play a Bb scale on long tones, whole notes at quarter note = 60 bpm for each scale degree, both up and down, one octave.

Procedures:

1. Have students play the Bb scale up and down, one octave, 4 quarter notes per scale degree with a metronome at 76 bpm

2. Have students play the Bb scale up and down, one octave, 4 eighth notes per scale degree with a metronome at 76 bpm
3. Draw the following rhythm on the whiteboard:



- a.
- b. This rhythm is to help teach measure 11 of Ave Maria, which is a dotted half followed by two sixteenths and an eighth note.
4. Have students clap the rhythm with a metronome at 76 bpm
5. Have students play the rhythm on a Bb with the same metronome
6. Have students play the scale on the rhythm, one bar per note of scale with the same metronome
7. Have students put Ave Maria on their music stands, if they have not done so already
 - a. Check for pencils!
8. Explain the connection between the sight reading rhythm and measure 11
 - a. Same rhythm, but dotted half note is held without clapping (except for bass end instruments and clarinet 2)
9. Have students clap 4 quarter notes while counting with a metronome at 76 bpm 2- 3 times
10. Have students clap eighth notes while counting with a metronome at 76 bpm for 16 clicks 2- 3 times
11. Have students clap sixteenth notes while counting with a metronome at 76 bpm for 16 clicks 2- 3 times
12. Have students clap the rhythm while counting with a metronome at 76 bpm 2- 3 times
13. Have students play the two sixteenths - eighth part of the rhythm on their instruments 10-15 times with a metronome at 76 bpm, resting for 4 clicks in between each rep
 - a. Count the rhythm aloud while they play
14. Have students play the whole bar 10 - 15 times with a metronome at 76 bpm, resting for 4 clicks in between each rep
 - a. Count the rhythm aloud while they play
15. Have the students play from bars 8-16 5-10 times with a metronome at 76 bpm
 - a. Provide feedback
16. Have the students play from bars 1 - 8 5-10 times with a metronome at 76 bpm
 - a. Provide feedback

Closure:

1. Have students play from measures 1 - 16 10-15 times all together with a metronome at 76 bpm

2. Congratulate students on a job well done! They've learned a new rhythm and internalized it well.
 - a. Way to go guys! That was awesome, really well done music! Very exciting to hear. You guys did a great job picking up a new skill with patience and didn't give up when things were hard, that's something you should all be proud of. Really great job guys, I'll see you all tomorrow when we work on part A of Ave Maria together!

Assessment:

- Positive change in accuracy of rhythms and pitches during performance of piece
- Students leave with a smile, having earned a new ability