

Academy of Richmond County - Weekly Plan to Align Lessons (Week At a Glance)

Subject: Band **Course:** Beginning Band and Intermediate/Advanced Band **Grade:** 9th-12th **Dates:** March 3-7

Standard(s): HSBB/IB/AB.PR.3 Read and identify elements of notated music.

- A. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression).
- B. Define and describe the musical terms incorporated in the literature and identify key signatures.
- C. Demonstrate a steady beat, rhythms and meters through a systematic counting procedure.

Assessment(s): Quiz Unit Test Project Lab None

	Learning Target (What)	Opening (10 - 15 Mins)	Work-Session (20 - 25 mins)	Closing (5 - 10 mins)	Criteria for Success (How)
<i>(Include at least one/two formatives*in any part of the lesson as needed)</i>					
M	SWBAT: Identify syncopated rhythms/rests and dotted rhythms/rests.	Warm Up: Scales and Arpeggios - Bb, Eb, Ab, Db, F, C,G, and D Sixteenth Bach Chorales #11, #10 Key Study amd Technique Exercise Sightreading Practice using any music repertoire that is Grade Level 1 or 2. This is to prepare students for the sight-reading portion of LGPE.	Improvements on LGPE music: 1. <i>A Quiet Rain</i> 2. <i>Champion Fanfare</i> 3. <i>Celtic Air and Dance No. 2</i> Judges' Feedback from Augusta University Concert Band Festival: 1. Improving phrasing by extending airflow and tone quality to the end of the measure. 2. Open teeth to develop a clearer tone. 3. Smoother timpani rolls by rounding the arms and using more wrists 4. Great substitution of instrument parts/arrangement for the lack of instrumentation. 5. Have one of the four trumpets play the French horn part missing in 'A Quiet Rain.'	Full Run Thru of at least <u>two</u> of the three LGPE pieces. <ul style="list-style-type: none"> • <i>Champion Fanfare</i> • <i>A Quiet Rain</i> • <i>Celtic Air and Dance No. 2</i> Additional feedback from Augusta University Concert Band Festival: 6. Increase dynamic contrast to make music more effective for the audience. 7. Use syllables 'Doo, Dah, and Dee' for smoother articulations 8. Clean tuning for intonation, balance, and blend purposes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Tool(s) for Criteria Success: <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> Checklist <input checked="" type="checkbox"/> Peer Assessment <input type="checkbox"/> Exemplars/Non-Exemplars <input type="checkbox"/> Other: _____
T	SWBAT: Demonstrate music proficiency in syncopated rhythms and dotted rhythms in music.				
W					

R		<p>Warm Up:</p> <p>Scales and Arpeggios - Bb, Eb, Ab,, F, C, and</p> <p>Warm Up 1&2</p>	<p>Continue reviewing LGPE music and making necessary corrections and improvements based on the judges' feedback.</p>	<p>Full Run Thru of at least <u>two</u> of the three LGPE pieces.</p> <ul style="list-style-type: none"> ● <i>Champion Fanfare</i> ● <i>A Quiet Rain</i> ● <i>Celtic Air and Dance No. 2</i> 	
F		<p>Sixteenth Bach Chorales #1, #10</p> <p>Key Study and Technique Exercise</p> <p>Sightreading Practice using any music repertoire that is Grade Level 1 or 2. This is to prepare students for the sight-reading portion of LGPE.</p>		<p>LGPE Performance is Wednesday, March 12 at 1:30 p.m.</p>	

* Exit Ticket/Final Stretch Check Electronic Tools Dry Erase Boards – quick checks Turn & Talk Discussion (verbal responses) Teacher Observation – document Clipboard
 Quick Write/Draw Annotation Extended Writing Socratic Seminar Jigsaw Thinking Maps Worked Examples Other : _____