**Week at a Glance – Band (Field Show Music)**

**Teacher:** Colon  
**Subject:** Band  
**Course:** Field Show Music  
**Grade:** HS Band  
**Date(s):** 08/25/25-08/29/25  
**Assessment:** 🎵 Performance Checks (Daily Formative), 🎵 Friday Run-through Recording

| **Day** | **Pre-Teaching / Learning Target** | **Success Criteria 1** | **Success Criteria 2** | **Activation of Learning (5 min)** | **Focused Instruction (I DO – 10 min)** | **Guided Instruction (WE DO – 10 min)** | **Collaborative Learning (Y’ALL DO – 10 min)** | **Independent Learning (YOU DO – 10 min)** | **Closing (5 min)** |
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| **Mon** | LT: I can perform measures 1–32 of the field show with accurate rhythms. | Play rhythms correctly with subdivision. | Maintain steady tempo with conductor. | Quick Write: “What’s the toughest rhythm in M.1–32?” | Think Aloud: Director models clapping/counting rhythms. | Teacher-led sectional with prompting & cueing. | Jigsaw – brass, woodwinds, percussion refine sections & teach back. | Individual practice with metronome at 70 bpm. | Exit Ticket: Record 4 measures & upload to Canvas. |
| **Tue** | LT: I can perform with correct articulation and dynamics in M.33–64. | Play with correct tonguing/attack. | Match written dynamics. | KWL Chart – “What do I know about dynamic contrast?” | Demonstration: Director models articulation styles. | Graphic Organizer: Mark music with breath/articulation cues. | Peer Feedback: Partners listen and score dynamics using rubric. | Goal Setting: Students practice 5 minutes targeting dynamics. | 3-2-1 Summary: 3 things improved, 2 still tricky, 1 strategy. |
| **Wed** | LT: I can perform transitions between sections (M.65–96) without stopping. | Enter at correct cutoffs and pickups. | Maintain balance between sections. | Anticipation Guide – predict toughest transition. | Worked Example: Director models transition from low brass → full band. | Call & Response – play/echo phrases together. | Team Problem Solving: Sections coordinate entrances. | Individual practice looping trouble measures. | Peer Debrief: Share one fix that worked. |
| **Thu** | LT: I can perform the entire opener (M.1–96) with ensemble precision. | Stay aligned with director’s cues. | Maintain tone quality across dynamic levels. | Do Now: Play concert F as a full ensemble. | Anchor Chart: Post success criteria & reminders for blend/balance. | Teacher-led small group on blend within sections. | Gallery Walk – groups perform opener section, peers give feedback. | Independent refinement of assigned measures. | One-Minute Summary: “What improved today in ensemble sound?” |
| **Fri** | LT: I can perform a full run-through of the opener confidently. | Stay in tempo for entire section. | Demonstrate expression and energy. | Think-Pair-Share: “What’s our biggest challenge before competition?” | Direct Instruction: Quick reminders on phrasing & style. | Socratic Seminar: Discuss musical expression choices. | Full ensemble run-through, recording for reflection. | Self-assessment checklist while listening to playback. | Revisit LT: Rate performance 1–4 & set next week’s goal. |