

## Watcher Band Camp Lesson Plan

<b>Grade: 6th grade</b>		<b>Subject: band</b>	
<b>Materials: Instruments and books</b>		<b>Technology Needed: NA</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice                      cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> MUS-MS.Pr5.1.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.		<b>Differentiation</b> <b>Below Proficiency:</b> Work individually on fingering <b>Above Proficiency:</b> Work on next piece in book <b>Approaching/Emerging Proficiency:</b> Follow along with teacher showing <b>Modalities/Learning Preferences:</b> Kinesthetic, visual, auditory, musical	
<b>Objective(s)</b> Be able to assemble instrument correctly and produce a characteristic sound on the instrument through the use of correct embouchure, posture, and breath support.  To identify and interpret the note and rest values, meter signatures, and rhythmic patterns.  To recognize the note names and produce the appropriate pitches for the practical range of an instrument.		<b>Behavior Expectations-</b> Follow along with mouth piece playing/fingerings and limit playing to when teacher instructs	
<b>Minutes</b>	<b>Procedures</b>		
<b>3</b>	<b>Set-up/Prep:</b> Set up chairs and stands Make sure students have band books and working instruments		
<b>4</b>	<b>Engage:</b> Explain how to set up instrument model for students Have them set it up themselves and observe and help any students who need it		
<b>7</b>	<b>Explain:</b> Playing with just mouthpiece, then putting instrument together Working through fingerings, demonstrating to students and having them copy		
<b>3</b>	<b>Explore:</b> Begin looking through the book Ask them what note song start on and to demonstrate that fingering		
<b>6</b>	<b>Review (wrap up and transition to next activity):</b> Play through some of the beginning songs in method book		
<b>Formative Assessment:</b> Assess if students can play through songs as a class, answer questions about notes or fingerings, overall participation		<b>Summative Assessment</b> <b>End of lesson:</b> Able to produce good tone on instrument through correct embouchure, good posture and breath support  Able to play through first few beginning method book songs with correct notes and rhythms	
<b>Reflection:</b> Having a co- teacher was helpful because one of us could explain a concept of fingering to the class and the other could go around and check for understanding or show them the correct embouchure, posture, or fingerings.			