Week 8

Monday – February 25

Group Charlie – Trumpet – 10:30

Beginner Players

Essential Question: Why is it important to watch the conductor?

Materials

1. Trumpet
2. Valve oil
3. Lesson slips
4. Book

Procedure

1. Students enter the room and setup their trumpets
2. Teacher has students give back their practice slips
3. Students hand in lesson slips from previous week
4. Teacher has students match the pitch of a buzz demonstrated for them on just the mouthpiece.
5. Students match the buzz, making sure to use a proper breath and correct embouchure.
6. Teacher buzzes patterns from low to high, high to low and a racecar sound and asks students to echo the patterns.
7. Students echo the patterns presented by the teacher. Teacher will accommodate and adjust instruction if students are not breathing properly or there are problems with the students embouchure.
8. Teacher has students play C scale together, and if students have trouble teacher will have students use air stream and fingerings to help students gain knowledge of proper airflow.
9. Students play C scale, focusing on a good characteristic sound and correct fingerings.
10. Teacher has students turn to book work, lesson 32, and 33 and goes over exercises on pages. Teacher reviews repeats and slurs as well as divisi.
11. Students play exercises with teacher and continue to improve airstream as well as gain an understanding of repeated sections as well as slurs and divisi.
12. Teacher has students take a look at Legacy of Heroes band music. Teacher has students focus on America the Beautiful melody, has the students sing through the melody, then play through it. Students are to highlight any unfamiliar notes.
13. Students play through LOH and continue to improve endurance as well as develop their ability to perform lip slurs. Students must gain a sense of airflow and range must increase in order to execute the notes in the piece.
14. Teacher has students take out Imperium and has them count the beginning. Any notes that have not been highlighted that are giving them problems should now be highlighted. Students should be able to count all rhythms and play all notes in piece.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Week 8

Monday – February 25

Group Delta – Oboe – 11:00

3rd year

Essential Question: Why do we watch the conductor?

Materials

1. Oboe
2. Extra Reeds
3. Lesson slips
4. Book

Procedure

1. Students enter the room and setup their oboe
2. Teacher has students give back their practice slips
3. Teacher has students play through assigned scales for the week.
4. Students play assigned scales as instructed, teacher works with individual student as needed. Teacher corrects incorrect fingerings, makes sure that student is tapping their foot and alternating fingerings are used when called for..
5. Teacher has students look at lesson 13 and 14, checking for understanding of new rhythms and ability to count out loud while tapping foot.
6. Students count out loud the rhythms of lesson 13 and 14, to isolate hard rhythms. Each student must tap their foot and will be expected to play segments of the exercises on their own.
7. Teacher has students get out Rocky and has student look at measure 17.
8. Students plays their part for Rocky at measure 17. Teacher checks for correct fingerings as well as proper air management.
9. Teacher asks student to play the beginning and point to where else they hear that part being played.
10. If time allows have student play through the cut time section of les mis. Double check for understanding of counting in cut time and practice endurance.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

February Monday 25

Group Golf– Trumpet – 11:30

2nd Year players

Essential Question: Why do we watch the conductor?

Materials

1. Trumpet
2. Valve Oil
3. Mouthpiece
4. Lesson slips

Procedure

1. Students enter the room and setup their trumpets
2. Teacher has students give back their practice slips
3. Teacher has students do buzz exercise with mouthpieces, echoing teacher.
4. Students play buzz exercises, teacher works with individual students as needed.
5. Teacher buzzes along with students
6. Teacher has students play their new scale for the week for their scale contest.
7. Students play their new scale for the contest this week. If successful assign a new scale, if not the student must complete previous scale.
8. Teacher has students get out Rocky
9. Students play through the main melody at m. 9
10. Teacher plays with the students making sure all are keeping the beat and using correct air.
11. Teacher has students perform the 16th note run in Rocky and checks for knowledge of what a C scale looks like.
12. Student responds that it is just a c scale.
13. Teacher has students pull out Jazz music, Sherlock
14. Students play through unison solo section together, using proper embouchure and airflow.
15. Students perform Frankenstein without the teacher stopping them to help build endurance
16. Students play as far as they can in Frankenstein with a goal of making it the whole way through.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

February Monday 25

Group Foxtrot – Flute – 1:00

1st year

Essential Question: Why do we watch the conductor?

Materials

1. Flute
2. Highlighter
3. Lesson slips

Procedure

1. Student enters the room and sets up their flute.
2. Teacher collects lesson slip and asks student to take out book and look at page 37 at the Bb scale.
3. Student plays Bb scale on whole notes, adjusting air and the teacher checks to make sure fingerings are accurate. Teacher continually adjusts students use of air , and asks student which direction air goes for high notes versus low notes.
4. Teacher has student take a look at Legacy of Heroes, at the America the Beautiful section.
5. Student should take highlighter and highlight any difficult or irregular notes and the teacher should review fingerings for all notes.
6. Teacher has student play from beginning of section to the end of the piece checking for understanding of the piece.
7. Teacher has student take out Ode to Louie and has the student perform the Simple gifts chorale section of the piece. Teacher check for students understanding of fingerings and air capacity.
8. Teacher has student highlight any unknown notes or rhythms in ode to louie and ask any questions about the piece.
9. Student plays through second half of ode to louie and teacher correct rhythms and fingerings as necessary.
10. Teacher has student play through Imperium, counting the rhythms and checking for any accidentals.
11. Student plays through imperium and asks questions as they come up.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

February Monday 25

Group Golf– Flute – 1:30

1st year

Essential Question: Why do we watch the conductor?

Materials

1. Flute
2. Highlighter
3. Lesson slips

Procedure

1. Student enters the room and sets up their flute.
2. Teacher collects lesson slip and asks student to take out book and look at page 37 at the Bb scale.
3. Student plays Bb scale on whole notes, adjusting air and the teacher checks to make sure fingerings are accurate. Teacher continually adjusts students use of air , and asks student which direction air goes for high notes versus low notes.
4. Teacher has student take a look at Legacy of Heroes, at the America the Beautiful section.
5. Student should take highlighter and highlight any difficult or irregular notes and the teacher should review fingerings for all notes.
6. Teacher has student play from beginning of section to the end of the piece checking for understanding of the piece.
7. Teacher has student take out Ode to Louie and has the student perform the Simple gifts chorale section of the piece. Teacher check for students understanding of fingerings and air capacity.
8. Teacher has student highlight any unknown notes or rhythms in ode to louie and ask any questions about the piece.
9. Student plays through second half of ode to louie and teacher correct rhythms and fingerings as necessary.
10. Teacher has student play through Imperium, counting the rhythms and checking for any accidentals.
11. Student plays through imperium and asks questions as they come up.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Monday February 25

2nd Year players – Hotel – 2:00

Essential Question: Why do we watch the conductor?

Materials

1. Violin
2. Rosin
3. Book 2
4. Lesson slips

Procedure

1. Students enter the room and setup their violins
2. Teacher has students give back their practice slips
3. Teacher has students do bow exercise with bows, echoing teacher.
4. Students do spider crawl exercise, teacher works with individual students as needed.
5. Teacher does exercise along with students
6. Teacher has students play D major and G major scales.
7. Teacher checks for knowledge of D major and G major scales and in what songs they are in.
8. Teacher has students look at exercise 192, the can can. Teacher has one student play through the top part as she is more experienced than the other student. The other student plays through the lower part, which is still exercising the same concept but is a much easier selection.
9. Teacher has students get out Medieval Kings
10. Students play through the main melody
11. Teacher plays with the students making sure all are keeping the beat and using correct finger positions.
12. Teacher has students perform slow down very shaky sections and have the students play each note like a quarter note.
13. Student plays through Chronicles, listening for intonation
14. Students recognize the fact that this piece uses the G major scale.
15. Students perform as much of chronicles as we have time for

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

2nd Year players – Alpha – Cello – 2:30

Essential Question: Why do we practice hard sections slower?

Materials

1. Cello
2. Rosin
3. Book 2
4. Lesson slips

Procedure

1. Student enter the room and setup their cello
2. Teacher has students give back their practice slips
3. Teacher has students do bow exercise with bows, echoing teacher. Teacher will assist with bowings as necessary, guiding the bow across the strings for the student.
4. Students do spider crawl exercise, teacher works with individual students as needed.
5. Teacher does exercise along with students
6. Teacher has students play D major and G major scales.
7. Teacher checks for knowledge of D major and G major scales and in what songs they are in.
8. Teacher has students get out Medieval Kings
9. Students play through the main melody
10. Teacher plays with the students making sure all are keeping the beat and using correct finger positions.
11. Teacher has students slow down very shaky sections and have the students play each note like a quarter note.
12. Student plays through medieval kings at new tempo, listening for intonation
13. Students pull out Chronicles
14. Students recognize the fact that this piece uses the G major scale.
15. Students perform as much of chronicles as we have time for

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

3rd Year players – Bravo – Violin 2:30

Essential Question: Why do we practice hard sections slower?

Materials

1. Violin
2. Rosin
3. Book 2
4. Lesson slips

Procedure

1. Students enter the room and setup their violins
2. Teacher has students give back their practice slips
3. Teacher has students do bow exercise with bows, echoing teacher.
4. Students do spider crawl exercise, teacher works with individual students as needed.
5. Teacher does exercise along with students
6. Teacher has student play through the natural harmonics page of book 2.
7. Student plays through the harmonics page of book 2 asking questions where needed.
8. Teacher answer and demonstrates for student how to play harmonics.
9. Teacher has student look through new book. Teacher circles first few exercises in new book and has student ask questions regarding new book
10. Teacher has students get out Medieval Kings
11. Students play through the main melody
12. Teacher plays with the students making sure all are keeping the beat and using correct finger positions.
13. Teacher has students perform slow down very shaky sections and have the students play each note like a quarter note.
14. Student plays through Medieval Kings at new tempo, listening for intonation
15. Students pull out Chronicles
16. Students recognize the fact that this piece uses the G major scale.
17. Students perform as much of chronicles as we have time for

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Tuesday Feb 26

3rd Year players – Alpha– Clarinet 9:00

Essential Question: What challenges you MOST about playing your instrument.?

Materials

1. Clarinet
2. Extra reeds
3. Book 3
4. Lesson slips

Procedure

1. Students enter the room and setup their clarinets
2. Teacher has students give back their practice slips
3. Teacher has students play their assigned scale for the scale contest this week. If the student passes the scale assign a new one, if not they hold that scale for another week.
4. Teacher has students take out Mission Impossible and take a look at m. 37. Look at fingerings and adjust breathing for difficult sections. Teacher has students count difficult rhythms and practice breathing.
5. Students count out loud and tap their foot as they practice m. 37, going over any questionable fingerings.
6. Teacher has students take out Les Mis and look at masters of the house in cut time. Go over counting in cut time and go over awkward notes/fingering combinations.
7. Students play through the cut time section of master of the house and highlight measures with exceptionally difficult fingerings.
8. Teacher has students look at 6/8 in 2 section and play through, making sure to obey all dynamic markings. Have students highlight any notes giving problems in this section.
9. Teacher has students take out jazz band music, Soul Man especially and write in any fingerings that are not happening.
10. Teacher has students count the rhythm of the verse using Spartan words.
11. Students count out loud the rhythm of the verse using Spartan words.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Tuesday Feb 26

2nd and 3rd year– Bravo– Alto Sax 9:30

Essential Question: What challenges you MOST about playing your instrument.?

Materials

1. Alto Sax
2. Extra reeds
3. Book 3
4. Lesson slips

Procedure

1. Students enter the room and setup their alto Saxophones
2. Teacher has students give back their practice slips
3. Teacher has students play their assigned scale for the scale contest this week. If the student passes the scale assign a new one, if not they hold that scale for another week.
4. Teacher has students take out Mission Impossible and take a look at m. 37. Look at fingerings and adjust breathing for difficult sections. Teacher has students count difficult rhythms and practice breathing.
5. Students count out loud and tap their foot as they practice m. 37, going over any questionable fingerings.
6. Teacher has students take out Les Mis and look at masters of the house in cut time. Go over counting in cut time and go over awkward notes/fingering combinations.
7. Students play through the cut time section of master of the house and highlight measures with exceptionally difficult fingerings.
8. Teacher has students look at 6/8 in 2 section and play through, making sure to obey all dynamic markings. Have students highlight any notes giving problems in this section.
9. Teacher has students take out jazz band music, Soul Man especially and write in any fingerings that are not happening.
10. Teacher has students count the rhythm of the verse using Spartan words.
11. Students count out loud the rhythm of the verse using Spartan words.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Tuesday Feb 26

3rd Year players –Charlie– Alto then Bari 10:00

Essential Question: What challenges you MOST about playing your instrument.?

Materials

1. Clarinet
2. Extra reeds
3. Book 3
4. Lesson slips

Procedure

1. Students enter the room and setup their saxophone
2. Teacher has students give back their practice slips
3. Teacher has students play their assigned scale for the scale contest this week. If the student passes the scale assign a new one, if not they hold that scale for another week.
4. Teacher has students take out Mission Impossible and take a look at m. 37. Look at fingerings and adjust breathing for difficult sections. Teacher has students count difficult rhythms and practice breathing.
5. Students count out loud and tap their foot as they practice m. 37, going over any questionable fingerings.
6. Teacher has students take out Les Mis and look at masters of the house in cut time. Go over counting in cut time and go over awkward notes/fingering combinations.
7. Students play through the cut time section of master of the house and highlight measures with exceptionally difficult fingerings.
8. Teacher has students look at 6/8 in 2 section and play through, making sure to obey all dynamic markings. Have students highlight any notes giving problems in this section.
9. Teacher has students take out jazz band music, Soul Man especially and write in any fingerings that are not happening.
10. Teacher has students count the rhythm of the verse using Spartan words.
11. Students count out loud the rhythm of the verse using Spartan words.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Tuesday Feb 26

3rd Year players – Delta– Tenor Sax 10:30

Essential Question: What challenges you MOST about playing your instrument.?

Materials

1. Trumpet
2. Extra reeds
3. Book 3
4. Lesson slips

Procedure

1. Students enter the room and setup their saxophone
2. Teacher has students give back their practice slips
3. Teacher has students play their assigned scale for the scale contest this week. If the student passes the scale assign a new one, if not they hold that scale for another week.
4. Teacher has students take out Mission Impossible and take a look at m. 37. Look at fingerings and adjust breathing for difficult sections. Teacher has students count difficult rhythms and practice breathing.
5. Students count out loud and tap their foot as they practice m. 37, going over any questionable fingerings.
6. Teacher has students take out Les Mis and look at masters of the house in cut time. Go over counting in cut time and go over awkward notes/fingering combinations.
7. Students play through the cut time section of master of the house and highlight measures with exceptionally difficult fingerings.
8. Teacher has students look at 6/8 in 2 section and play through, making sure to obey all dynamic markings. Have students highlight any notes giving problems in this section.
9. Teacher has students take out jazz band music, Soul Man especially and write in any fingerings that are not happening.
10. Teacher has students count the rhythm of the verse using Spartan words.
11. Students count out loud the rhythm of the verse using Spartan words.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Tuesday Feb. 26

Group Echo – Percussion Lesson – 11:00

Beginner Players

Essential Question: What challenges you MOST about playing your instrument?

Materials

1. Drum Sticks
2. Snare Drum
3. Lesson slips
4. Rudiments Sheet

Procedure

1. Students enter the room and setup their equipment
2. Teacher has students give back their practice slips
3. Teacher has students play through basic front-page rudiments.
4. Students play rudiments as instructed, teacher works with individual students as needed. Teacher makes adjustments to each individual as they play.
5. Teacher plays rudiments along with students
6. Teacher has students look at lesson 13 and 14
7. Students count out loud the rhythms of lesson 13 and 14, isolate hard rhythms.
8. Teacher breaks apart exercise and has one student play first 4 bars and has a second student play next 4 bars. When not playing students are to be in rest position.
9. Teacher has students get out Imperium
10. Students go to their assigned instruments for Imperium
11. Students keep the beat and perform Imperium together, teacher plays with snare drum.
12. If time allows have students switch to Ode to Louie parts.
13. Students perform Ode to Louie and highlight trouble spots.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Tuesday Feb. 26

Group Juliet – Percussion Lesson – 11:30

Beginner Players

Essential Question: What challenges you MOST about playing your instrument?

Materials

1. Drum Sticks
2. Snare Drum
3. Lesson slips
4. Rudiments Sheet

Procedure

1. Students enter the room and setup their equipment
2. Teacher has students give back their practice slips
3. Teacher has students play through basic front-page rudiments.
4. Students play rudiments as instructed, teacher works with individual students as needed. Teacher makes adjustments to each individual as they play.
5. Teacher plays rudiments along with students
6. Teacher has students look at projector at rhythm composition activity. Teacher has one student pick 4 measures and put them together and perform them. Teacher asks the students what its called when we write our own music.
7. Students take turns creating their own compositions and performing them and answer that it is called composing.
8. Teacher has students look at lesson 13 and 14
9. Students count out loud the rhythms of lesson 13 and 14, isolate hard rhythms.
10. Teacher breaks apart exercise and has one student play first 4 bars and has a second student play next 4 bars. When not playing students are to be in rest position.
11. Teacher has students get out Imperium
12. Students go to their assigned instruments for Imperium
13. Students keep the beat and perform Imperium together, teacher plays with snare drum.
14. If time allows have students switch to Ode to Louie parts.
15. Students perform Ode to Louie and highlight trouble spots.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Tuesday Feb 26

Group Foxtrot – Trombone Lesson – 1:00

2nd and 3rd years

Essential question: What challenges you MOST about playing your instrument?

Materials

1. Trombone
2. Lesson Slips
3. Slide oil
4. Mouthpiece

Procedure:

1. Students enter the room and setup their trombones.
2. Teacher asks students for lesson slips and asks them to take out their scale sheet
3. Students present teacher with lesson slips and take out their scale sheet and take 1 minute to look over the assigned scale for the week.
4. Teacher has students play through their assigned scale for the week. If the student can play the scale without any fumbling then the teacher will assign a new scale for the following week. If the student cannot play the scale they must repeat that scale for the following week.
5. Teacher has students take out their new books and play Lesson 51 # 3. Teacher has students say the slide positions and show the position in the rhythm of the exercise.
6. Students say out loud the slide positions and do the positions in the rhythm of the exercise. Teacher will check to make sure that the students are tapping their feet and using proper posture, proper embouchure and proper air support.
7. Teacher has students turn to the next page in their book and assigns numbers for next time. If there is something on that page they do not understand, explain it so they can practice it.
8. Teacher has students take out Mission Impossible and play through any eighth note sections that are giving them trouble. Have students highlight difficult notes and or rhythms.
9. Students play through eighth note section of mission impossible and ask any questions they have about the piece.
10. Teacher has students take out Rocky and has them play the main melody. Teacher checks for proper positions and understanding of difficult rhythms. Teacher explains that in order to hit the higher notes students must continue to use fast air and firm corners.
11. Students play through number 17 till cutoff, using proper air, an adjusted embouchure and tapping their foot.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Tuesday Feb 26

Group Golf – French Horn – 1:30

2nd and 3rd year players

Essential Question: What challenges you MOST about playing your instrument?

Materials:

1. Mouthpiece
2. Valve Oil
3. Extra strings
4. French Horn
5. Lesson Slips

Procedure:

1. Students enter the room and setup their French horns
2. Teacher asks students to take out their lesson slips and turn to their elementary scales for the scales contest.
3. Teacher has students buzz and match the pitch that is buzzed. After matching pitch, teacher has students echo different buzzing exercises going up and down and finally making a motor sound.
4. Student matches the teachers pitch and then echoes the sounds that the teacher makes, adjusting airflow and embouchure as necessary.
5. Teacher has students play their assigned scales for the contest this week. If the student is successful they are one step closer to a 5 lb. candy bar and if not they must play that scale again next week.
6. Teacher has student turn to book work and spends time checking to make sure student has practiced the book work over the week. If student has trouble playing any of the exercises, stop to count through, check any inconsistent notes or rhythms and remind student to use proper air and firm corners of lips.
7. Student plays through the exercises in the book, making sure that posture is good, using good air and a proper embouchure.
8. Teacher assigns new book work for the following week and explains any terms or unfamiliar notes to student.
9. Teacher has student take out mission impossible and look at eighth note sections and has student tap foot and play through the whole section. If students have trouble slow down the section and have them play all notes as if they are quarter notes. Teacher constantly checks posture as well as airstream and fingerings.
10. Student plays through mission impossible adjusting as teacher instructs on difficult spots and highlights any sections they need to look over for the following week.
11. Teacher has students take out rocky and play through the middle section half notes, most of rocky should be fine so this is mostly a check of students understanding of piece. Talk about dynamics and go over tutti sections
12. Students play through tutti sections and highlight rhythms that give them trouble.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Tuesday Feb 26

Group Hotel– Trombone Lesson – 2:00

2nd and 3rd years

Essential question: What challenges you MOST about playing your instrument?

Materials

1. Trombone
2. Lesson Slips
3. Slide oil
4. Mouthpiece

Procedure:

1. Students enter the room and setup their trombones.
2. Teacher asks students for lesson slips and asks them to take out their scale sheet
3. Students present teacher with lesson slips and take out their scale sheet and take 1 minute to look over the assigned scale for the week.
4. Teacher has students play through their assigned scale for the week. If the student can play the scale without any fumbling then the teacher will assign a new scale for the following week. If the student cannot play the scale they must repeat that scale for the following week.
5. Teacher has students take out their new books and play Lesson 51 # 3. Teacher has students say the slide positions and show the position in the rhythm of the exercise.
6. Students say out loud the slide positions and do the positions in the rhythm of the exercise. Teacher will check to make sure that the students are tapping their feet and using proper posture, proper embouchure and proper air support.
7. Teacher has students turn to the next page in their book and assigns numbers for next time. If there is something on that page they do not understand, explain it so they can practice it.
8. Teacher has students take out Mission Impossible and play through any eighth note sections that are giving them trouble. Have students highlight difficult notes and or rhythms.
9. Students play through eighth note section of mission impossible and ask any questions they have about the piece.
10. Teacher has students take out Rocky and has them play the main melody. Teacher checks for proper positions and understanding of difficult rhythms. Teacher explains that in order to hit the higher notes students must continue to use fast air and firm corners.
11. Students play through number 17 till cutoff, using proper air, an adjusted embouchure and tapping their foot.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Wednesday Feb 27

Group Alpha – Percussion – 9:00

3rd year players

Materials:

1. Snare Drum
2. Sticks
3. Lesson Slips
4. Highlighters
5. Pencils

Procedure:

1. Students enter the room and setup their equipment.
2. Teacher has students hand in their lesson slips and turn to their rudiments for the contest.
3. Students play through their assigned rudiments for the week. If they can play all three then the teacher assigns 3 new rudiments. If they cannot play them the students will hold on to the last 3 rudiment until they master them the next week.
4. Teacher has the students take out Celebration and go over the patterns in Celebration switching from the rim to the snare. Teacher has students count the part first and makes sure to have the students write in rest counts if needed.
5. Students play through Celebration, counting first, while tapping their foot. Students write in any rests they have and practice playing the same rhythms together in time without slowing down or speeding up.
6. Teacher has individuals play their parts for Celebration to help out any individual needs for learning the rhythm
7. Students play their individual parts and teacher helps students and has students write in rests so they don’t lose their place.
8. Teacher has students take out Les Mis and go to the 6/8 in 2 section
9. Teacher starts with going over the counting of the 6/8 section in 2. Review how to count and have students count through all the measures in the 6/8 in 2 section.
10. Students tap their foot and count out loud the 6/8 in 2 section, writing in slashes above each rhythm.
11. Teacher has students play from measure 76 to the end of the piece, making sure each student is individually performing the section with correct rhythms and correct counting.
12. Students play from measure 76 to the end counting out loud and playing.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Wednesday Feb 27

Group Alpha – Percussion – 9:30

3rd year players

Materials:

1. Snare Drum
2. Sticks
3. Lesson Slips
4. Highlighters
5. Pencils

Essential Question: What challenges you MOST about playing your instrument?

Procedure:

1. Students enter the room and setup their equipment.
2. Teacher has students hand in their lesson slips and turn to their rudiments for the contest.
3. Students play through their assigned rudiments for the week. If they can play all three then the teacher assigns 3 new rudiments. If they cannot play them the students will hold on to the last 3 rudiments until they master them the next week.
4. Teacher has the students take out Celebration and go over the patterns in Celebration switching from the rim to the snare. Teacher has students count the part first and makes sure to have the students write in rest counts if needed.
5. Students play through Celebration, counting first, while tapping their foot. Students write in any rests they have and practice playing the same rhythms together in time without slowing down or speeding up.
6. Teacher has individuals play their parts for Celebration to help out any individual needs for learning the rhythm
7. Students play their individual parts and teacher helps students and has students write in rests so they don’t lose their place.
8. Teacher has students take out Les Mis and go to the 6/8 in 2 section
9. Teacher starts with going over the counting of the 6/8 section in 2. Review how to count and have students count through all the measures in the 6/8 in 2 section.
10. Students tap their foot and count out loud the 6/8 in 2 section, writing in slashes above each rhythm. For Ronnie write in the slashes for the bass drum part so that he knows how to count and play the section. Have Summer write in her slashes for the snare part
11. Teacher has students play from measure 76 to the end of the piece, making sure each student is individually performing the section with correct rhythms and correct counting.
12. Students play from measure 76 to the end counting out loud and playing.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Wednesday – February 27

Group Charlie– Tuba – 10:00

Beginner

Essential Question: What challenges you MOST about playing your instrument?

Materials

1. Extra Tuba Music
2. Mouthpiece
3. Valve oil
4. Lesson slips

Procedure

1. Students enter the room and unpack their tuba
2. Teacher has students give back their practice slips
3. Teacher buzzes a pitch and asks student to match the buzz.
4. Student matches teachers buzz. Teacher helps student with embouchure issues and concerns.
5. Teacher has student echo different buzz patterns on the mouthpiece.
6. Student echoes back lip buzz and teacher corrects air flow and tongue technique.
7. Teacher has student perform an airstream pattern for their Bb scale.
8. Student performs airstream pattern of Bb scale.
9. Teacher asks student what two things help when playing higher
10. Student responds that firmer lips and faster cooler air helps them hit higher notes.
11. Teacher has student play Bb scale on half notes.
12. Student performs Bb scale on half notes with a steady beat
13. Teacher has student play Imperium incorporating the proper airstream technique. Make sure that student is using correct fingerings
14. Student plays through Imperium and with help from teacher gains an understanding.
15. Teacher has student play through Legacy of Heroes, looking for notes they don’t know and using correct air stream.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Wednesday – February 26

Group Delta – Trombone Lesson – 10:30

Beginner

Essential Question: What challenges you MOST about playing your instrument?

Materials

1. Trombone
2. Mouthpiece
3. Extra Rocky Parts
4. Scale sheet
5. Lesson slips

Procedure

1. Students enter the room and setup their trombone
2. Teacher has students give back their practice slips
3. Teacher has students play through the Bb scale together.
4. Students play scales as instructed, teacher works with individual students as needed. If students can play the scale, they can go on to next scale, if not they have to stay on that scale. Teacher plays new scale along with students if it is assigned. Teacher has everyone in the group play each scale. Go over slide positions and make the students say all positions.
5. Teacher has students look at Legacy of Heroes. Teacher has students tap their foot and listen to teacher play beginning.
6. Students listen to teacher play part while tapping foot.
7. Teacher has the students name the positions for Imperium and show the positions in correct rhythm.
8. Students perform the slide positions in time with counting out the rhythm.
9. Teacher has students play Imperium and plays along demonstrating proper slide positions. Teacher stops to remind students of proper air stream control and embouchure placement.
10. Students play through as much of Imperium as possible, focusing on proper air support and embouchure support.
11. Teacher has students listen to imperium, counting along
12. Teacher has students pull out their lesson books. Teacher has students look at the exercise on their slips from last time
13. Students count out loud and then play the new rhythm making sure to play correct rhythm of exercise.
14. If time allows have students get out Ode to Louie and check trouble spots especially in the Louie part.
15. Students fix trouble spots in Ode to Louie by counting their parts out loud and then performing them. Go over slide positions for the section.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Wednesday – February 27

Group Foxtrot – Trumpet – 11:00

Beginner Players

Essential Question: Why is it important to watch the conductor?

Materials

1. Trumpet
2. Valve oil
3. Lesson slips
4. Book

Procedure

1. Students enter the room and setup their trumpets
2. Teacher has students give back their practice slips
3. Students hand in lesson slips from previous week
4. Teacher has students match the pitch of a buzz demonstrated for them on just the mouthpiece.
5. Students match the buzz, making sure to use a proper breath and correct embouchure.
6. Teacher buzzes patterns from low to high, high to low and a racecar sound and asks students to echo the patterns.
7. Students echo the patterns presented by the teacher. Teacher will accommodate and adjust instruction if students are not breathing properly or there are problems with the students embouchure.
8. Teacher has students play C scale together, and if students have trouble teacher will have students use air stream and fingerings to help students gain knowledge of proper airflow.
9. Students play C scale, focusing on a good characteristic sound and correct fingerings.
10. Teacher has students turn to book work, lesson 32, and 33 and goes over exercises on pages. Teacher reviews repeats and slurs as well as divisi.
11. Students play exercises with teacher and continue to improve airstream as well as gain an understanding of repeated sections as well as slurs and divisi.
12. Teacher has students take a look at Legacy of Heroes band music. Teacher has students focus on America the Beautiful melody, has the students sing through the melody, then play through it. Students are to highlight any unfamiliar notes.
13. Students play through LOH and continue to improve endurance as well as develop their ability to perform lip slurs. Students must gain a sense of airflow and range must increase in order to execute the notes in the piece.
14. Teacher has students take out Imperium and has them count the beginning. Any notes that have not been highlighted that are giving them problems should now be highlighted. Students should be able to count all rhythms and play all notes in piece.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

February Wednesday 26

Group Echo – Trumpet – 11:30

2nd Year players

Essential Question: How many articulation symbols do you know?

Materials

1. Trumpet
2. Valve Oil
3. Mouthpiece
4. Lesson slips

Procedure

1. Students enter the room and setup their trumpets
2. Teacher has students give back their practice slips
3. Teacher has students do buzz exercise with mouthpieces, echoing teacher.
4. Students play buzz exercises, teacher works with individual students as needed.
5. Teacher buzzes along with students
6. Teacher has students play their new scale for the week.
7. Students play their new. If successful assign a new scale, if not the student must complete previous scale.
8. Teacher has students take out their book and turn to exercise assigned from last week.
9. Teacher has students count through the exercise, doing the fingerings while counting.
10. Students count the exercise and show correct fingerings.
11. Teacher plays with the students making sure all are keeping the beat and using correct air.
12. Teacher has students perform the exercises on the page and performs with them and corrects individuals as necessary.
13. Students perform exercises on the page and adjust breathing and embouchure as needed.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Wednesday – February 26

Group Golf – Trombone Lesson – 1:00

Advanced players Trumpet also

Essential Question: How many articulation symbols do you know?

Materials

1. Trombone
2. Mouthpiece
3. Extra Rocky Parts
4. Scale sheet
5. Lesson slips

Procedure

1. Students enter the room and setup their trombone and trumpet
2. Teacher has students give back their practice slips
3. Teacher has students play through the scale contest selection.
4. Students play scales as instructed, teacher works with individual students as needed. If students can play the scale, they can go on to next scale, if not they have to stay on that scale. Nate plays his scale then Michael plays his.
5. Teacher plays new scale along with students if it is assigned. Teacher has everyone in the group play each scale
6. Teacher has students look at Sherlock Gone Home
7. Students play their parts at the unison solo section
8. Teacher has one student play the solo section as written and has the other student perform rhythms on just an E, starting to learn to improvise.
9. One student performs the unison solo as written and the other improvises on E.
10. Teacher has students switch and add a note each time they switch. Teacher explains that in jazz, we can improvise using notes of the Key we are in. Teacher explains not to be nervous because the right note is always a half step away.
11. If time allows have students get out Les Mis and check trouble spots especially the two feel section.
12. Students fix trouble spots in two section by counting their parts out loud and then performing them. Go over slide positions for the section.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instrument

Wednesday – February 26

Group Hotel– Trumpet/Trombone Lesson – 1:30

Beginner then advanced.

Essential Question: How many articulation symbols do you know?

Materials

1. Trombone
2. Mouthpiece
3. Extra Rocky Parts
4. Scale sheet
5. Lesson slips

Procedure

1. Students enter the room and setup their trombone
2. Teacher has students give back their practice slips
3. Teacher has students play through the scale contest selection.
4. Students play scales as instructed, teacher works with individual students as needed. If students can play the scale, they can go on to next scale, if not they have to stay on that scale. Teacher plays new scale along with students if it is assigned. Teacher has everyone in the group play each scale
5. Teacher has students look at Celebration
6. Students sing their parts at 36. Remind them that this is the same as the melody they play at measure 1.
7. Teacher has the students play the main melody at m. 1 Focusing on good tone and **articulation**
8. Students perform the main melody at m. 1 with good articulation and tone.
9. Teacher has students pull out their lesson books. Teacher has students look at the beginning of book 3.
10. Students count out loud and then play the new rhythm making sure to play correct rhythm of new lessons in the beginning of book 3.
11. If time allows have students get out Les Mis and check trouble spots especially the two feel section.
12. Students fix trouble spots in two section by counting their parts out loud and then performing them. Go over slide positions for the section.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Wednesday – February 27

Group India – Trumpet – 2:00

Beginner Players

Essential Question: Why is it important to watch the conductor?

Materials

1. Trumpet
2. Valve oil
3. Lesson slips
4. Book

Procedure

1. Students enter the room and setup their trumpets
2. Teacher has students give back their practice slips
3. Students hand in lesson slips from previous week
4. Teacher has students match the pitch of a buzz demonstrated for them on just the mouthpiece.
5. Students match the buzz, making sure to use a proper breath and correct embouchure.
6. Teacher buzzes patterns from low to high, high to low and a racecar sound and asks students to echo the patterns.
7. Students echo the patterns presented by the teacher. Teacher will accommodate and adjust instruction if students are not breathing properly or there are problems with the students embouchure.
8. Teacher has students play C scale together, and if students have trouble teacher will have students use air stream and fingerings to help students gain knowledge of proper airflow.
9. Students play C scale, focusing on a good characteristic sound and correct fingerings.
10. Teacher has students turn to book work, lesson 32, and 33 and goes over exercises on pages. Teacher reviews repeats and slurs as well as divisi.
11. Students play exercises with teacher and continue to improve airstream as well as gain an understanding of repeated sections as well as slurs and divisi.
12. Teacher has students take a look at Legacy of Heroes band music. Teacher has students focus on America the Beautiful melody, has the students sing through the melody, then play through it. Students are to highlight any unfamiliar notes.
13. Students play through LOH and continue to improve endurance as well as develop their ability to perform lip slurs. Students must gain a sense of airflow and range must increase in order to execute the notes in the piece.
14. Teacher has students take out Imperium and has them count the beginning. Any notes that have not been highlighted that are giving them problems should now be highlighted. Students should be able to count all rhythms and play all notes in piece.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Wednesday – February 26

Group Juliet – Percussion Lesson – 2:30

1st year

Essential Question: How many articulation symbols do you know?

Materials

1. Drum Sticks
2. Snare Drum
3. Drum Set
4. Rudiment sheet
5. Lesson slips

Procedure

1. Students enter the room and setup their drums
2. Teacher has students give back their practice slips
3. Teacher has students play through the rudiments contest selection.
4. Students play rudiments as instructed, teacher works with individual students as needed. If students can play the rudiment, they can go on to next rudiment, if not they have to stay on that rudiment.
5. Teacher plays new rudiments along with students. Teacher checks on students abilities to tap foot while playing as well as counting and posture.
6. Teacher has students look at Rocky, focusing on aligning rhythm with others
7. Students count out loud the rhythms of the main melody at m. 17.
8. Teacher has the students play the main melody at m. 17. Focusing on correct technique and even tempo
9. Students perform the main melody at m. 17 with correct technique and even tempo.
10. Teacher has students count out loud the rhythm for m. 38.
11. Students count out loud and then play the new rhythm making sure to play correct rhythms.
12. If time allows have students get out Les Mis and check trouble spots especially the two feel section.
13. Students fix trouble spots in two sections by counting their parts out loud and then performing them.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments

Wednesday – February 26

Group Kilo– Percussion Lesson – 3:00

1st year

Essential Question: How many articulation symbols do you know?

Materials

1. Drum Sticks
2. Snare Drum
3. Drum Set
4. Rudiment sheet
5. Lesson slips

Procedure

1. Students enter the room and setup their drums
2. Teacher has students give back their practice slips
3. Teacher has students play through the rudiments contest selection.
4. Students play rudiments as instructed, teacher works with individual students as needed. If students can play the rudiment, they can go on to next rudiment, if not they have to stay on that rudiment.
5. Teacher plays new rudiments along with students. Teacher checks on students abilities to tap foot while playing as well as counting and posture.
6. Teacher has students look at Rocky, focusing on aligning rhythm with others
7. Students count out loud the rhythms of the main melody at m. 17.
8. Teacher has the students play the main melody at m. 17. Focusing on correct technique and even tempo
9. Students perform the main melody at m. 17 with correct technique and even tempo.
10. Teacher has students count out loud the rhythm for m. 38.
11. Students count out loud and then play the new rhythm making sure to play correct rhythms.
12. If time allows have students get out Les Mis and check trouble spots especially the two feel section.
13. Students fix trouble spots in two sections by counting their parts out loud and then performing them.

Closure

1. Students fill out their slips, ask any questions and answer the essential question
2. Students pack up their instruments