

Brooklyn Institute for Liberal Arts

Lesson Plan | 2022~2023

Teacher: Mr. Wertz
 Subject: Band
 Grade Level: 9th & 11th
 Unit Name: Extended Ranges
 Lesson Name/Number: 4.3 Tone



Standards:

Blueprint for Teaching and Learning in Music

<input checked="" type="checkbox"/> Music Making <input checked="" type="checkbox"/> experience and understand elements of music through performance <input type="checkbox"/> develop awareness of human expression through performance and composition <input type="checkbox"/> take responsibility for instruments and materials <input type="checkbox"/> establish music routines	<input type="checkbox"/> Music Literacy <input type="checkbox"/> elements, notation, and vocabulary <input type="checkbox"/> genre and style <input type="checkbox"/> instruments, voices, and ensembles <input type="checkbox"/> production and technology	<input type="checkbox"/> Making Connections <input type="checkbox"/> recognize parallel problem-solving strategies across disciplines <input type="checkbox"/> music reflects the composers' emotions, ideas, imagination, and cultural context <input type="checkbox"/> make and describe personal connections with a variety of musical styles	<input checked="" type="checkbox"/> Community and Cultural Resources <input type="checkbox"/> identify music makers in families, in schools, and at institutions in New York City <input type="checkbox"/> attend live performances <input type="checkbox"/> share musical experiences with the school community	<input type="checkbox"/> Careers and Lifelong Learning <input type="checkbox"/> identify the various aspects/options of lifelong music involvement
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New York State Learning Standards for the Arts Artistic Processes, Anchor Standards, and Process Components

<input checked="" type="checkbox"/> Creating <i>Conceiving and developing new artistic ideas and work</i> <input checked="" type="checkbox"/> Anchor Standard 1: Generate and conceptualize artistic ideas and work. <input type="checkbox"/> IMAGINE <input checked="" type="checkbox"/> Anchor Standard 2: Organize and develop artistic ideas and work. <input type="checkbox"/> PLAN & MAKE <input checked="" type="checkbox"/> Anchor Standard 3: Refine and complete artistic work. <input type="checkbox"/> EVALUATE & REFINEMENT <input type="checkbox"/> PRESENT	<input checked="" type="checkbox"/> Performing <i>Realizing artistic ideas and work through interpretation and presentation</i> <input checked="" type="checkbox"/> Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. <input type="checkbox"/> SELECT, ANALYZE, & INTERPRET <input checked="" type="checkbox"/> Anchor Standard 5: Develop and refine artistic techniques and work for presentation. <input type="checkbox"/> REHEARSE, EVALUATE, & REFINEMENT <input checked="" type="checkbox"/> Anchor Standard 6: Convey meaning through the presentation of artistic work. <input type="checkbox"/> PRESENT	<input checked="" type="checkbox"/> Responding <i>Understanding and evaluating how the arts convey meaning</i> <input checked="" type="checkbox"/> Anchor Standard 7: Perceive and analyze artistic work. <input type="checkbox"/> SELECT <input type="checkbox"/> ANALYZE <input checked="" type="checkbox"/> Anchor Standard 8: Interpret meaning in artistic work. <input type="checkbox"/> INTERPRET <input checked="" type="checkbox"/> Anchor Standard 9: Apply criteria to evaluate artistic work. <input type="checkbox"/> EVALUATE	<input type="checkbox"/> Connecting <i>Relating artistic ideas and work with personal meaning and external context</i> <input checked="" type="checkbox"/> Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. <input type="checkbox"/> RELATE <input checked="" type="checkbox"/> Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future. <input type="checkbox"/> INTERRELATE	
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2022-2023 Instructional Focus: Know every student well.

Unit Essential Question: **How do musicians improve the quality of their performance?**

Essential content knowledge and skills will students acquire as a result of this lesson:

Learning Goal 1: Students will be able to play through the flow portion of the new warm- up routine with 50% of a balanced sound.

Learning Goal 2: Students will be able to apply their former knowledge of rhythms to the new tech sheet.

Agenda:

- Warm-Up Routine: Daily Drills Sheet
- Explore Content of Daily Drills
- Tone HW Due
- Lesson 7 in MMM 1-4
- Tech Sheet
- Exit-Ticket

Engagement:

Warm-up Routine (10 -15 mins)

-Independent time (Clearly described on stand)

- Flow

-Lip Slurs

-Articulation

- Daily Scale

Focus on [Tone](#) during flow studies. TAKE YOUR TIME...

Students will be assigned homework to focus deeper on tone.

Exploration: (5 mins)

Students will explore the contents of the new daily drills and review what was learned in the previous class.

Explanation: (20 mins)

Lesson 7 in MMM book:

This lesson doesn't have any new concepts but students must learn new pitches.

Elaboration: (10 mins)

Hand out Louie Louie Tech Sheet (CB)/ Midnight Sky Tech Sheet (WE).

Teacher will elaborate on the tech sheet by first ensuring students are able to perform the rhythms then the notes and then they will put it together.

Evaluation/Assessment: (10 mins)

Students will self evaluate their progress through the lesson and test their skills they learned so far with an exit ticket by drawing the new notes they learned from the lesson on the exit-ticket.

Homework/Next Class:

Homework due Tuesday Feb, 8th ; Tone musical research.

Differentiation, Modifications, and Accommodations:

ELL:

Promoting understanding-

Enunciate clearly and speak in a natural rhythm and tone of voice to foster comprehension.

Label instruments and musical supplies and equipment to connect spoken and written word.

Present information, restate the question and explain the task in a different way to assure understanding.

Use posters, charts, pictures, and symbols to provide visual cues.

Building Confidence-

Respond positively to students, even if the answer is incorrect.

Maintain high expectations and provide attainable challenges.

Music Literacy Strategies for ELLS-

Rephrase and retell

Ask students to rephrase and retell to check for comprehension

Use vocabulary and symbol charts to reinforce vocabulary.

Create a visually rich and stimulating environment; have music books, posters, magazines and pictures available for student use.

Model reflective responses to encourage student self-assessment.

Incorporate opportunity for read aloud

Special Learners:

Highly structured activities with clear expectations.

Communicate in short sentences with simple vocabulary.

Provide immediate feedback and positive reinforcement.

Establish rules and consequences for inappropriate behaviors.

Model positive attitudes

Consistency in instructional behaviors and expectations.

Post classroom rules

Exploration and improvisation

Visual prompts

Rehearsal plan written on board

Hallmarks of Advanced Literacy/Elements of Instructional Focus

Engaging Texts (Rich texts with relevant academic vocabulary):

Making Music Matter, Tech Sheets

Daily Writing (Writing-to-Learn Strategies):

Exit-Ticket

Rich Discussion (Rigorous student-to-student discussions):

Tone Discussion

High-Utility Vocabulary Words (Relevant academic vocabulary):

Tone; Pitches, Sound, Interpret

Name _____ Block _____ Instrument _____

What are the new notes you learned during this lesson? Be sure to draw the fingering chart!

What is one way you think you can improve your individual **tone**?

Name _____ Block _____ Instrument _____

What are the new notes you learned during this lesson? Be sure to draw the fingering chart!

What is one way you think you can improve your individual **tone**?

