

USING THIS KIT

HOW TO USE THE LESSON PLANS

Lesson plans provide an organized and consistent approach to instruction. *The lessons presented here do not necessarily correspond to one class period.* It may take one, two or several class periods to cover the materials presented in a single lesson. Grade level, compositional make-up of the group, size, class length and frequency of instruction will impact how much time is spent on each lesson. Remember, an effective teacher balances quantity with quality. A teacher should not feel pressured to complete Book 1 in a single year.

Teacher Lesson Plans

The teacher lessons have been organized into five units:

Unit 1	(4 lessons)
Unit 2	(10 lessons)
Unit 3	(13 lessons)
Unit 4	(8 lessons)
Unit 5	(8 lessons)

Each lesson within the unit is organized into three parts:

1. Objectives
All objectives are aligned with the National Standards for Arts Education.
2. Strategies for Teaching Objectives
Suggested step-by-step guidelines on how to teach the lesson.
3. Assessment of Objectives
Assessment activities for each objective presented in the lesson.



Student Activity Worksheets

Student activity worksheets have been developed to provide support materials to enhance learning and help develop comprehensive musicianship.

Some activities can be done in class while others may be used as homework assignments. Teachers should review each student's work and provide positive educational feedback. Keeping a portfolio of each student's work is one way to assess student progress and share his/her accomplishments with parents, classroom teachers, general music teachers, and administrators.

UNIT 1 LESSON 1

OBJECTIVES	NATIONAL STANDARDS
Upon completion of this lesson students should:	
1. identify key people and events relating to the history of their instrument	2a
2. demonstrate correct playing posture	2a
3. demonstrate proper breathing technique	2a
4. demonstrate correct embouchure (woodwinds, brass), hand position (electric bass), or stick position (percussion) and produce a tone on the mouthpiece, electric bass, or percussion instrument	2a
5. be able to identify parts of their instruments	2a
6. demonstrate an understanding of staff, ledger lines, measure, and bar line	5c

STRATEGIES FOR TEACHING OBJECTIVES

1. Instrument History

- Read and discuss the instrument history found on page one of the student book.

2. Posture

- Review the elements of good posture on page two of the student book.
- Model correct posture and ask students to imitate.

3. Breathing techniques

- Study “Breathing and Airstream” on page two of the student book.
- Model correct breathing and air stream techniques. Ask student to imitate.

4. Embouchure, hand position, stick position

- Read “Producing the Essential Tone” on page two of the student book.
- Model correct mouthpiece placement, hand and stick position. Ask students to imitate this model.
- Work with students to produce a tone on their mouthpiece, electric bass, or percussion instrument.

5. Parts of the instrument

- Discuss and identify the parts of each student’s instrument as found in the diagram on page three of the student book.

6. Music reading

- Introduce the concepts of staff, ledger line, measure, and bar line.

UNIT 4 LESSON 3

OBJECTIVES	NATIONAL STANDARDS
Upon completion of this lesson students should:	
1. learn a new note (some instruments)	2a
2. review accidentals	5c
3. learn a new note (some instruments) and perform a closed roll (percussion)	2a

STRATEGIES FOR TEACHING OBJECTIVES

1. New note

- Demonstrate the new note in #126, *Grenadilla Gorilla Jump No. 4*, for clarinet students and ask them to imitate. Play the new note as a long tone.
- Review the alternate sticking pattern in #126 with percussion students.
- Ask brass students to practice the lip slur in measure 2 of #126.
- Play #126.

2. Accidentals

- Review the concept of accidentals.
- Identify the accidentals that appear in #127, *Three Is the Count*.
- Compare and discuss the slurs in measures 1 and 3, and measures 5 and 7.
- Note the time signature before playing #127.

3. New note, closed roll

- Work with clarinet students to play third space C. Check hand position to be sure all tone holes are covered when playing low F. Press the register key while playing low F to sound the third space C.
- Study #128, *Grenadilla Gorilla Jump No. 5*. Identify the new note and the lip slurs.
- Play #128.
- Demonstrate closed rolls for percussion students and ask them to imitate.
- Identify the accidentals in #129, *Technique Trax*. Ask percussion students to practice the closed rolls evenly in the last four measures.
- Using #129, divide the class into two groups. Ask one group to count and finger notes silently while the other group plays. Switch parts.
- Play #129 all together.

ASSESSMENT OF OBJECTIVES

Ask students to perform #129, *Technique Trax*, by section. Assess clarinets, bass clarinets, and tenor saxophones on their ability to play the new notes. Assess the percussion students on their ability to play closed rolls. Assess all students on their understanding of accidentals.

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