

Harold Donnelly
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John Oliver Beginner Band

Objective

Given demonstration and guided practice of the first six notes of the Bb Concert Major scale and the whole, half and quarter note rhythms, the student will be able to sight-read "Reaching Higher" (#27 Essential Elements, p.8) using the correct fingerings for the first six notes of the Bb Concert Major scale and correctly articulate the whole, half and quarter note rhythms and their equivalent, with no more than four errors as evaluated by the teacher as (S/NS).

Equipment

- Students will bring their own instruments
- "Essential Elements" Books for all the members of the class
- Students set up in "Box" formation. This allows the student to hear across the room to the other sections and makes it easier for the teacher to walk around the room to help students that are having difficulty.

Methodology

AS – Mr. Tsang, will have the class fill out instrument information sheets for grant application.

I – Welcome the students to class and introduce them to Dr. Lee, explain that she is my teacher from UBC and will be observing our class today.

M - Start with a breathing exercise, have the students breathe in for 4 beats and exhale for 4 beats producing the 'Ssss' sound. Have the students run through the exercise with various lengths for breathing in and out to teach them how to take proper breathes and conserve their breathe.

M – Sing the F Concert pitch, have the students sing the pitch back to you while holding their fingers in the correct fingering for F Concert on their instruments.

GP – Have the students perform, "The First Note" (#1 Essential Elements, p.4). Remind the students to look at the note on the staff to reiterate the connection between the pitch and the note on the staff.

M – Sing the Eb Concert pitch, have the students sing the pitch back to you while holding their fingers in the correct fingering for Eb Concert on their instruments.

GP – Have the students perform, "A New Note" (#3 Essential Elements, p.4). Remind the students to look at the note on the staff to reiterate the connection between the pitch and the note on the staff.

M – Sing the D Concert pitch, have the students sing the pitch back to you while holding their fingers in the correct fingering for D Concert on their instruments.

GP – Have the students perform, “Heading Down” (#5 Essential Elements, p.4). Remind the students to look at the note on the staff to reiterate the connection between the pitch and the note on the staff.

M – Sing the C Concert pitch, have the students sing the pitch back to you while holding their fingers in the correct fingering for C Concert on their instruments.

GP – Have the students perform, “The Long Haul” (#7 Essential Elements, p.5). Remind the students to look at the note on the staff to reiterate the connection between the pitch and the note on the staff.

M – Sing the Bb Concert pitch, have the students sing the pitch back to you while holding their fingers in the correct fingering for Bb Concert on their instruments.

GP – Have the students perform, “Touchdown” (#9 Essential Elements, p.5). Remind the students to look at the note on the staff to reiterate the connection between the pitch and the note on the staff.

GP – Have the students play up and down the first five notes of the Bb Concert Major Scale as a class.

IP – Give the students a minute to look through “Rolling Along” (#14 Essential Elements, p.6), the students are given this time to check their knowledge of the fingerings and talk with the other people in their section if they need to know fingerings.

GP – Students perform, “Rolling Along” (#14 Essential Elements, p.6)

GP – Review the Whole, Half and Quarter Note rhythms on the board.

GP – Students clap through the “Rhythm Rap” (#20 Essential Elements, p.7)

GP – Students perform, “The Whole Thing” (#21 Essential Elements, p.7) with repeat.

GP – Have the students look at “Split Decision” (#22 Essential Elements, p.7), divide the class into two sections to perform the duet. Explain what a duet is and remind the students to focus on their own part while being aware of the other part happening around them.

GP – Have the students switch parts and run the duet again.

M – Demonstrate intervallic leaps using the first five notes of the Bb Concert Major Scale. Sing the leaps and then have the students play them back.

GP – Have the students perform, “Marching Steps” (#23 Essential Elements, p.7). Draw attention to the use of the intervallic leaps in this piece.

GP – Have the students perform, “Listen To Our Sections” (#24 Essential Elements, p.7), have the students be mindful of listening to the other sections when they are not playing.

GP – Have the students perform, “Lightly Row” (#25 Essential Elements, p.7), listen for full breathe support and breathing only happening at breathe marks.

M – Explain to the students that we are going to learn a new note, Concert ‘G’, have the students refer to the fingering at the top of p.8 of the Essential Elements Book. While the students are getting the fingering, sing the new note, and the Bb Concert Scale from concert Bb to G to incorporate the new note.

IP – Have the students check the fingering for the new note (Concert G) with the other members of their section. Remind the students to look at the note on the staff to reiterate the connection between the pitch and the new note on the staff.

GP – Have the sections individually play Concert G, when all of the sections are able to play a Concert G have the entire ensemble play Concert G together.

GP – Lead the class through exercises that run the Bb Concert Major Scale from Concert Bb to G.

GP – Have the students perform, “Reaching Higher” (#27 Essential Elements, p.8) as a class.

A – Have the students perform, “Reaching Higher” (#27 Essential Elements, p.8) in their sections, assess the students based on the performance of the first six notes of the Bb Concert Major Scale particularly the new note Concert G and the accuracy of the whole, half and quarter note rhythms and their equivalent rests as stated in the objective as a (S/NS) basis.

C – Have the students perform, “Reaching Higher” (#27 Essential Elements, p.8) again as an entire class, give the sections tips for success with the new note Concert G.