

Angela Kadow

Band Teacher Candidate

5th Grade Lesson

Ohio Music Content Standards (taken from 5th Grade):

- 1PR: Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
- 2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.

Objectives:

- Students will be able to sing and finger simple finger exercises.
- Students will be able to sing and finger Hot Cross Buns.
- Students will be able to form the correct embouchure on their instrument.
- Students will be able to make a sound on the open and closed flute head joint or
- Students will be able to buzz on the mouthpiece with the correct embouchure and posture.

Materials:

- Pencil
- Student's head joint from flute or mouthpiece

Background/Rationale:

- This is the student's very first lesson.
- This method of teaching uses the sound before symbol approach, which sets students up for success because they will already know a lot about the language of music and how to play songs before they look at musical notes.
- Music learning theory asserts that students learn music like any other language. We listen, imitate and speak before we read and write.
- This lesson combines the sound before symbol approach with work on the head joint/mouthpiece so the students will get a taste of playing their instrument.
- It is ideal to have the beginning band class as a sectional (only one type of instrument) so the teacher may talk about the specific instrument. This can be adapted for a class with different instruments.

Procedure:

1. Students enter classroom. Teacher outlines expectations: how to respect each other in the music room, what listening to the teacher and each other looks like. The teacher will look for eyes on the speaker and no talking while someone else is talking at all times during the lesson.
- 3 minutes
2. Teacher explains that today we will be doing some finger and pencil gymnastics that will help us learn some patterns we will use when playing instruments. Taking some time to do this now will allow us to play songs on our instruments once we start playing on the full instrument.
-2 minutes
3. **FINGER JUMPING JACKS:** Teacher explains the purpose of these exercises is to develop finger independence. We often have trouble moving one finger without moving the others and we need to move specific finger combinations. Students hold their left hand in front of them with their thumb and index finger touching
Each "jumping jack" is done 5 times:
-Move 1 finger - move the index finger up and down against the thumb several times. Do the same with the middle (2nd) finger and ring (3rd) finger.
-Move 2 fingers - up and down with 1-2, 2-3, 1-3
-4 minutes
4. **TONAL PATTERNS:** Teacher explains that music is an aural art form, or one that deals with sound. We will be singing some patterns on our instruments using Solfege, a language you have probably used in music class before. This will help us recognize and understand patterns that we will play later on our instruments.
Teacher says "be my echo" and sings each tonal pattern. Students echo the following tonal patterns on a "du"
MI RE DO /
MI DO MI /
DO RE MI /
DO MI DO /
DO RE/
DO MI /
MI RE /
MI DO/
Students echo the tonal patterns using solfege.
-5 minutes
5. **RHYTHM PATTERNS:** Teacher explains that rhythm and steady beat are an essential part of playing an instrument. We are going to tap "ta" notes with our heels. What is another name for "ta" notes? (Quarter notes). Here is the challenge: You will pat your "ti-ti" notes on your sides. What is another name for "ti-ti"? (Eighth notes). When you tap the eighth notes, be sure to use your "spider fingers" like this. Teacher demonstrates spider fingers: palms down, fingers curled so that only fingertips tap. Teacher says "Watch and do exactly as I do".
Teacher performs the following rhythm patterns and students echo them:

Ta Ta Ta Ta

Ta ti-ti Ta ti-ti

Ti-ti Ta Ti-ti Ta

Ti-Ti Ti-Ti Ti-Ti Ti-Ti
-4 minutes

6. **STEPS AND JUMPS:** Teacher tells students they will need their pencils for this exercise. We are going to sing and finger each of these patterns. You will put your first finger, or index finger down of your left hand down for MI and your first and second fingers, or index and middle fingers down for RE.” We will do these together.

MI RE MI RE MI RE MI (rest) / MI RE MI RE MI RE MI

Teacher explains that DO will be three fingers down, or index, middle and ring fingers. We will be starting with two fingers down and adding one more.

RE DO RE DO RE DO RE (rest) / RE DO RE DO RE DO RE -5 minutes

**Note: This exercise is specific to flute. If more than one instrument is in class, this exercise would be done with each type of instrument individually.

7. **ROTE SONGS:** Teacher explains that we will be learning our first song! We will already know how to play it when we get our instruments.

Teacher sings and students echo:

“MI-RE-DO

MI-RE-DO

DO-DO-DO-DO

RE-RE-RE-RE

MI-RE-DO

Teacher asks, “Who knows what this song is called?” (Hot Cross Buns)

“This time let’s finger the notes of the song while we sing it Who remembers how many fingers are down for MI? Which fingers are they?” Repeat for RE and DO

Teacher says “pick up their pencils and hold them in front of you like this (horizontally). Remember you will be using fingers from your only left hand for this exercise.”

Teacher and students sing and finger “Hot Cross Buns” together. -5 minutes

**Note: this is also specific to flute.

8. **HEAD JOINT WORK:** Now comes the most exciting part-we get to play our instruments for the first time!

We will be playing with only our head joints first, so we can learn how to make a sound on the flute. In music, we call the way we form our lips to play an instrument an embouchure. The flute embouchure looks like you are blowing on a hot bowl of soup. Your lips are separated a little bit and the opening looks like a small almond.

“You will open your case like this and pick up only your head joint. You will hold it with your left hand behind the mouthpiece like this and your right hand near the end like this over the the opening” (teacher demonstrates)

“You will position your lips on the lip plate in your flute embouchure and cover up the end of the head joint. You will start the sound with your tongue first. Listen and watch me first.” (Teacher demonstrates.)

Students each make their first sound on the head joint one at a time. Teacher listens and gives feedback. The students who are not playing listen and help give feedback (Is the student’s lips positioned correctly on the lip plate? Did they start the sound with their tongue or tu?)
5 minutes-end of class

**Note: This exercise is also flute specific.

9. Teacher shows students how to put head joint back in case and students pack up.
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Coming up Next:

1. Each exercise in the lesson will be played on the instrument.
 2. Students will perform each exercise with letter names and learn where each letter name is on the staff.
 3. Students will perform rote songs like Hot Cross Buns with notation, or music on front of them.
 4. Students will play out of the method book that your school uses.
 5. Students will continue to play musical patterns to build their technique while learning music to play during school performances.
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6th-8th Grade:

-Warm ups, choose pieces to play, create lead sheets that highlight skills needed in each piece

-Choose a long term goal that you would like to improve on, such as "I will play with better tone". Create an action plan, or exercises you will play to improve your tone. Decide how many times a week and how long you will practice.

-Some music will be selected based on the students interests. Teacher will pass out sheets on the first day for students to list their interests and types of music they listen to.

For example:

Goal: I will play with better tone.

Action plan:

Deep breaths: Put your hands on the back of your ribs. Yawn in a deep breath so you can feel your lungs expanding.

Long Tones: Play C for 4 measures at quarter note equals 60 beats per minute on the metronome.

I will practice tone three times a week for ten minutes.

Teacher will record each student at the beginning and end of the semester to assess their progress and as part of the student's grade.