**Name: \_\_\_\_\_Hurlie Yang\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level: \_7th and 8th Symphonic Band\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Music Lesson Plan**

**Learner Objectives:**   
Students will be able to follow the directions during warm-up activities.

Students will be able to maintain steady beat and pulse throughout the pieces.   
Students will be able to play the detached style in sections of Tricycle.

Students will be able to play accurate rhythm in Tricycle and Glory.

Students will be able to play clear articulations in Glory with steady tempo.

**National Standards:**

Performing on instruments, alone and with others, a varied repertoire of music.

Reading and notating music.

Listening to, analyzing, and describing music.

**Pennsylvania Arts Standards:**

9.1.8. A. Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements

Music: • duration • intensity • pitch • timbre

• Principles

Music: • composition • form • genre • harmony • rhythm • texture

**Required Materials:**

Band music

Instruments

**Procedure:**

1. Warm-up

-Breathing

In for 4 and out for 4 counts

In for 4 and out for 8 counts

In for 4 and out for 12 counts

In for 4 and out for 16 counts

-Air on instruments

**-**Scales   
Concert B-flat (8th notes slur two tongue two) Repeat top note.   
Concert C Major (detached style)

-Chorale 28

4 bar-phrasing, breath at mm. 4 after the dotted half note

(Choose a different part)

2. Tricycle   
Watch out tempo!   
-mm. 30 the run (clarinets and alto sax), then add flutes and pic.  
- Everyone from mm. 25   
Remind “detached” style at mm.31

-mm. 52 Percussion   
Singing Section- mm.62 trumpet solo

3. Glory and Triumph

-Watch out tempo!

-Separate parts mm. 48-53  
Triplet people: Clarinets  
8th note people: Alto Sax, Tenor Sax and Horns  
-mm.54 Trumpets and Baritone (1 something 2…)

-From Beginning to end

**Assessment:**

Are students able to follow the directions during warm-up activities?

Are students able to maintain steady beat and pulse throughout the pieces?

Are students able to play the detached style in sections of Tricycle?

Are students able to play accurate rhythm in Tricycle and Glory?

Are students able to play clear articulations in Glory with steady tempo?