


Teacher : Golem	
Course/ Subject: Band	
Date of Instruction: Monday, September 27-Friday, October 1 (the lesson is repeated for a week at a time to build consistency).	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	Standard/s: MSBB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others. MSBB.PR.3 Read and identify elements of notated music. MSBB.RE.1 Listen to, analyze, and describe music.
	Learning Target: I can create a characteristic sound
	Success Criteria: My note sounds the same as the rest of my section and matches with the band.
	Introduction/Connection: Concert F exercise and Match the passing note exercise
	DIRECT INSTRUCTION: Young Ensemble Warm Ups- Long tones 1, Flexibility 1, Articulation Practice, Chorale 2 Star Spangled Banner Pep Band Stand Tunes Rudolph the Red Nosed Reindeer  Breathing Gym: Introduction
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. Measuring and monitoring progress towards mastery of success criteria through formative assessment. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	GUIDED PRACTICE: Assess students as they play each exercise by section and by full band.
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: Correct mistakes as they present themselves.
	LITERACY STRATEGY: Practice note naming and rhythm reading.
<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding . TKES : 1,2,3, 4,5,6,7,8</p>	SUMMARIZE/FORMATIVE ASSESSMENT: Play through the stand tunes to see how much progress we have made.
