

Lesson Planner

9th Grade Band - Quarter 3

Name _____

In the event of an absence or missed lesson you must schedule a makeup lesson within one week of the original lesson.

Notes & Assessments

Lesson #1: January 23 - 26	
<input type="checkbox"/> Concert C, F, & Bb Scale & Arpeggio	/10
<input type="checkbox"/> Rhythmic Foundations 13A - 13F	/10
<input type="checkbox"/> Solo - play entire	
<input type="checkbox"/> SM #1 (<i>Time Streams spot #1</i>)	/10
Lesson #2: January 29 - February 2	
<input type="checkbox"/> Concert Eb & Ab Scale & Arpeggio	/10
<input type="checkbox"/> Rhythmic Foundations 13g - 13l	/10
<input type="checkbox"/> Solo Goal - play entire	
<input type="checkbox"/> SM #2 (<i>Time Streams spot #2</i>)	/10
Lesson #3: February 5 - February 9	
<input type="checkbox"/> Concert Db & Gb Scale & Arpeggio	/10
<input type="checkbox"/> Rhythmic Foundations 7a - 7f	/10
<input type="checkbox"/> <i>Air for Band</i>	/100
<input type="checkbox"/> <i>Time Streams - spot check #1 of 3</i>	/100
Solo Night - Thursday 2/8 @ CHUMS / Solo & Ensemble - Saturday 2/10 @ Prairie View MS	
Lesson #4: February 12 - 16	
<input type="checkbox"/> Concert B Scale & Arpeggio	/10
<input type="checkbox"/> Rhythmic Foundations 7g - 7l	/10
<input type="checkbox"/> <i>3 Chinese Miniatures - Mvt. I & Mvt. II</i>	/50 /50
<input type="checkbox"/> <i>Time Streams - spot check #2 of 3</i>	/100
Lesson #5: February 19 -21, or Feb. 26 - March 2	
<input type="checkbox"/> Concert E Scale & Arpeggio	/10
<input type="checkbox"/> Rhythmic Foundations 20a - 20f	/10
<input type="checkbox"/> <i>3 Chinese Miniatures - Mvt. III</i>	/50
<input type="checkbox"/> <i>Time Streams - spot check #3 of 3</i>	/100
9th Grade Band & Wind Symphony Tour: Thursday March 1 (3pm) - Friday March 3 (4pm)	
Lesson #7: March 5 - 9	
<input type="checkbox"/> Concert A Scale & Arpeggio	/10
<input type="checkbox"/> Rhythmic Foundations 20g - 20l	/10
<input type="checkbox"/> SM - tbd	/10
CONCERT - Thursday 3/8 @ CHUMS	
Lesson #8: March 12 - 16	
<input type="checkbox"/> Concert D Scale & Arpeggio	/10
<input type="checkbox"/> Rhythmic Foundations 20g - 20l	/10
<input type="checkbox"/> SM - tbd	/10
Lesson #9: March 19 - 22	
<input type="checkbox"/> Concert G Scale & Arpeggio	/10
<input type="checkbox"/> SM - tbd	/10

January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
21 SOSP CG & Perc 12:30-3:30 @ HS	22 NO SCHOOL Teacher Work Day	23 CHUM Lesson Academy	24	25	26	27
28	29	30 - CHUM Lesson Academy - CHUM Course Expo	31			

February 2018

				1	2	3
4 SOSP CG & Perc 12:30-3:30 @ HS	5	6 CHUM Lesson Academy	7	8 CHUM Solo Night 3-6:30pm	9	10 Solo & Ens. @ PVMS 8-4pm
11	12	13 - CHUM Lesson Academy - WSMA Piano Night	14	15	16 MS JazzFest @ CHUMS 3-8pm	17 HS JazzFest @ SPHS
18	19	20 CHUM Lesson Academy	21	22 NO SCHOOL Conferences	23 NO SCHOOL Conferences	24
25 SOSP CG & Perc 12:30-3:30 @ HS	26	27 - CHUM Lesson Academy - SOSP Kick-Off Mtg., 7pm @ HS	28			

March 2018

				1	2	3 SOSP Register 9-11am @ HS
				9th Grade & Wind Symphony Tour		
4 SOSP CG & Perc 12:30-3:30 @ HS	5	6 CHUM Lesson Academy	7	8 CHUMS Band Concert 7pm - 8th Gr. 8pm - 9th & WS	9	10
11	12	13 CHUM Lesson Academy	14	15	16 Swing Into Spring @ Patrick Marsh, 7pm	17
18	19	20 CHUM Lesson Academy	21	22	23 <i>End of 3rd Quarter</i>	24
	Dr. Carolyn Barber Visit - all CHUMS Bands					
25	26	27	28	29	30	31
	NO SCHOOL - SPRING BREAK					

"Time Streams" - Long Term Spot Checking for Improvement

During 3rd Quarter each section will have 2 spots of Times Streams they will work on and individually monitor, assess, and work to improve their progress. We will assess these during Lessons #3, #4, & #5. The goal is achieve mastery no later than lesson #5.

This is worth 100 points (50 points for each spot) and will be "living grade" during the quarter. As you improve, your grade & self-assessment should rise. Take the point value you give yourself and multiply by 5.

For example: 7 points x 5 = 35/50 (70%)

SPOT #1 (at correct tempo):					
<ul style="list-style-type: none"> ❖ Flute/Oboe: ms. 101 - 105 ❖ Clarinet: ms. 97 - 105 ❖ Bass Cl, Bassoon, Tenor & Bari: ms. 39 - 55 ❖ Perc: Beginning - 55 		<ul style="list-style-type: none"> ❖ Trumpet: ms. 39 - 55 ❖ Horn/Alto: ms. 55 - 63 ❖ Trombone: ms. 39 - 55 ❖ Tuba/Euph: ms. 39 - 55 			
	10 points	9 points	7 - 8 points	6 points	5 or less points
Lesson #3 Feb. 5 - 9	<i>Challenge is easily demonstrated and perhaps matching or exceeding composer's intentions.</i>	<i>Challenge is demonstrated first time with accuracy and confidence.</i>	<i>Challenge is mostly achieved with a few errors. Understanding is evident, performance is somewhat lacking.</i>	<i>Challenge is only partially achieved. More preparation is needed.</i>	<i>Challenge is mostly unachieved. Lack of any understanding or performance ability.</i>
Lesson #4 Feb. 12 - 16	<i>Challenge is easily demonstrated and perhaps matching or exceeding composer's intentions.</i>	<i>Challenge is demonstrated first time with accuracy and confidence.</i>	<i>Challenge is mostly achieved with a few errors. Understanding is evident, performance is somewhat lacking.</i>	<i>Challenge is only partially achieved. More preparation is needed.</i>	<i>Challenge is mostly unachieved. Lack of any understanding or performance ability.</i>
Lesson #5 Feb. 19 - March 1	<i>Challenge is easily demonstrated and perhaps matching or exceeding composer's intentions.</i>	<i>Challenge is demonstrated first time with accuracy and confidence.</i>	<i>Challenge is mostly achieved with a few errors. Understanding is evident, performance is somewhat lacking.</i>	<i>Challenge is only partially achieved. More preparation is needed.</i>	<i>Challenge is mostly unachieved. Lack of any understanding or performance ability.</i>

SPOT #2 (at correct tempo):					
<ul style="list-style-type: none"> ❖ Flute/Oboe: ms. 120 - end ❖ Clarinet: ms. 120 - end ❖ Bass Cl, Bassoon, Tenor & Bar: ms. 113 - 135 ❖ Perc: determined by you 		<ul style="list-style-type: none"> ❖ Trumpet: ms. 113 - 135 ❖ Horn/Alto: ms. 42 - 47 ❖ Trombone: ms. 113 - 135 ❖ Tuba/Euph: ms. 113 - 135 			
	10 points	9 points	7 - 8 points	6 points	5 or less points
Lesson #3 Feb. 5 - 9	<i>Challenge is easily demonstrated and perhaps matching or exceeding composer's intentions.</i>	<i>Challenge is demonstrated first time with accuracy and confidence.</i>	<i>Challenge is mostly achieved with a few errors. Understanding is evident, performance is somewhat lacking.</i>	<i>Challenge is only partially achieved. More preparation is needed.</i>	<i>Challenge is mostly unachieved. Lack of any understanding or performance ability.</i>
Lesson #4 Feb. 12 - 16	<i>Challenge is easily demonstrated and perhaps matching or exceeding composer's intentions.</i>	<i>Challenge is demonstrated first time with accuracy and confidence.</i>	<i>Challenge is mostly achieved with a few errors. Understanding is evident, performance is somewhat lacking.</i>	<i>Challenge is only partially achieved. More preparation is needed.</i>	<i>Challenge is mostly unachieved. Lack of any understanding or performance ability.</i>
Lesson #5 Feb. 19 - March 1	<i>Challenge is easily demonstrated and perhaps matching or exceeding composer's intentions.</i>	<i>Challenge is demonstrated first time with accuracy and confidence.</i>	<i>Challenge is mostly achieved with a few errors. Understanding is evident, performance is somewhat lacking.</i>	<i>Challenge is only partially achieved. More preparation is needed.</i>	<i>Challenge is mostly unachieved. Lack of any understanding or performance ability.</i>

Rubrics

Scale Rubric:

	10 pts.	9 pts.	8 pts.	7 pts.	6 pts.	5 pts.	4 & below
Note Accuracy	100% accuracy	100% accuracy. Clarity of articulation in need of improvement.	Performed accurately after starting over.	Performed accurately after 2 re-starts.	Need to keep practicing and try again when more prepared	Need to keep practicing and try again when more prepared	Need to keep practicing and try again when more prepared
Tone	Tone is full, warm, and smooth leading to sustained resonance.	Tone is generally full, warm, and smooth, but affected by range.	Tone is lacking in one area of fullness, warmth, or smoothness. Evaluate air support or embouchure formation.	Tone is lacking in two areas of fullness, warmth, or smoothness. Evaluate air support or embouchure formation.	Tone is lacking in two areas of fullness, warmth, or smoothness. Evaluate air support and embouchure.	Tone has occasional moments of fullness, warmth, or smoothness. Evaluate air support and embouchure.	Tone is lacking any sense of fullness, warmth, or smoothness. Evaluate air support and embouchure.

Rhythm Rubric:

	10 pts.	9 pts.	8 pts.	7 pts.	6 pts.	5 pts.	4 & below
Written Accuracy	Rhythms are written in before lesson and no mistakes.	Rhythms are written in before lesson and 1-2 mistakes.	Rhythms are almost all written in before lessons and 3-4 mistakes.	Rhythms are mostly written in before lessons and 5 - 6 mistakes.	Some rhythms are written in before lesson and 7-8 mistakes.	A few rhythms are written in before lesson and mostly incorrect.	No rhythms are written in before lesson.
Performance Accuracy	No mistakes or hesitations.	1 - 2 mistakes or hesitations.	3 -4 mistakes or hesitations.	5 -6 mistakes or hesitations.	7 - 8 mistakes or hesitations.	9 - 10 mistakes and very hesitant.	Less than 50% accuracy and lack of pulse.