Secondary Performing Ensemble

Rehearsal Plans

6-8 Band

6-8 Orchestra

6th Grade Band

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| Objectives   * To practice for the playing test next week * Rehearse the following pieces:   + Uncle Buck   + Furioso   + Confluence | | | Assessments:   * Aural Check for accurate pitches, rhythms and articulations. * Working with individual sections of instruments |
| Higher order thinking Questions:  “How are you going to adjust your own personal instrument when I ask you to adjust it to be less sharp or less flat?” | | | National Standards: 1a, 1b, 1c, 1d, 1e, **2a,** **2b, 2c, 2d,** **2e**, 3a, 3b, 3c, 3d, 4a, 4b, 4c, **5a**, **5b,** **5c,** 5d, **5e**, 6a, 6b, 6c, 6d, 6e, 7a, 7b, 8a, 8b, 9a, 9b, 9c, 9d, 9e |
| Time  5 min  5 min  5 min  10 min  10 min  5 min | Agenda:   1. Announcements 2. Rhythm warm up 3. Warm-up packet exercises #64-67 4. Uncle Buck (start with just percussion m. 1-13; 5. Furioso (start with measure 39-end, then run it) 6. Confluence (run entire piece.) | | |
| Anticipatory Set:  Rhythms and warm-up packets | | Closure:  Review elements of rehearsal that went well and elements that need improvement.  Remind 6th graders that their playing test is on Tuesday. | |

6th Grade Orchestra

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| Objectives:   * To practice for the playing test next week which involves naturals * Rehearse the following pieces:   + Samba la Bamba   + Rustic Dance   + Thunderstruck | | | Assessments:   * Aural check for understanding—if they play out of tune, wrong fingers, etc. * Working with individual sections of instruments |
| Higher order thinking Questions:   * In number 126 on the playing test, what is the interval between E and F# vs. E and F natural? * Ask students to explain what the bracket vs. carrot means on their playing test and how it applies to the finger pattern they must use. * In m.13 of Thunderstruck, ask who has the melody and who has the countermelody? | | | National Standards: 1a, 1b, 1c, 1d, 1e, **2a,** **2b, 2c, 2d,** **2e**, 3a, 3b, 3c, 3d, 4a, 4b, 4c, **5a**, **5b,** **5c,** 5d, **5e**, 6a, 6b, 6c, 6d, 6e, 7a, 7b, 8a, 8b, 9a, 9b, 9c, 9d, 9e |
| Time  5 min  5-10 min  25-30 min in total | Agenda   * Announcements, Tuning * Warm-up Packet—Test coming up in the near future. * Rehearse: All of Samba; Rustic Dance m. 5-21 & m. 29-37 (CELLO double stop practice) then rehearse all; m.29-50 for bowing reinforcement, then play box to box. | | |
| Anticipatory Set: Explain to the students that they need to be preparing for their playing test next week. | | Closure: Explain that their playing test is next week, and check to make sure they know how to study for it. | |

7-8th Grade Orchestra

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| Objectives:   * To introduce new piece, “Overture” to Royal Fireworks Music. * To teach hooked bowing with dotted quarter note and eighth notes. * To work on shifting during “Night Shift” | | | Assessments:   * Aural check for understanding—if they play out of tune, wrong fingers, etc. * Warm-up etude with bowing practice * Aural check for understanding |
| Higher order thinking Questions:   * How are slurs and hooked bowings the same? How are they different? | | | National Standards: 1a, 1b, 1c, 1d, 1e, **2a,** **2b, 2c, 2d,** **2e**, 3a, 3b, 3c, 3d, 4a, 4b, 4c, **5a**, **5b,** **5c,** 5d, **5e**, 6a, 6b, 6c, 6d, 6e, 7a, 7b, 8a, 8b, 9a, 9b, 9c, 9d, 9e |
| Time  5 min  10 min  5-10min  Remainder of class | Agenda   * Announcements, Tuning * Play through bowing handout, teaching the concept of hooked bow vs. slurred bow. * Sight-read through Handel going from box to box * Read through Night Shift, re-inforce with warm-up packet * Read through Boston * Read through Windchasers, point out hooked bowing in Violin melody! * Sahara if time allows | | |
| Anticipatory Set: Discuss difference between slurs and hooked bows. | | Closure: How are slurs and hooked bowings the same? How are they different? | |

7-8 Grade Band

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| Objectives:   * To introduce new piece, “Dueling Dragons” * To work on counting in 3/4 time to help with Ghost Ship | | | Assessments:   * Aural check for understanding—if they play out of tune, correct rhythms, etc. * Aural check for understanding |
| Higher order thinking Questions:   * Why do you think it’s important not to rush the third beat of each measure in “Ghost Ship”? | | | National Standards: 1a, 1b, 1c, 1d, 1e, **2a,** **2b, 2c, 2d,** **2e**, 3a, 3b, 3c, 3d, 4a, 4b, 4c, **5a**, **5b,** **5c,** 5d, **5e**, 6a, 6b, 6c, 6d, 6e, 7a, 7b, 8a, 8b, 9a, 9b, 9c, 9d, 9e |
| Time  5 min  5-10 min  10 min  Remainder of class | Agenda   * Announcements, Long Tone Warm Ups #1-3 * Say and play rhythms that go with 3/4 (should be in the pocket of the tab next to Ghost Ship in my scores binder). * Play through Ghost Ship * Introduce and Sight-read new piece with recording * Sight-read through Dueling Dragons going from box to box. | | |
| Anticipatory Set: Rhythms to help establish 3/4 time. | | Closure: Ask whether or not students like the new piece and why or why not. | |