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 min5 min5 min 10 min10 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.)
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| 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
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| 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 min5-10 min25-30 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.
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| 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 min10 min5-10min 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
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| 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 min5-10 min10 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.
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| Anticipatory Set: Rhythms to help establish 3/4 time.  | Closure: Ask whether or not students like the new piece and why or why not.  |