

Name: Ms. Monclova

Date: 9/2/14

Grade Level: 5th grade

Materials needed:

- Instruments
- Standard of Excellence Book 1

Standards:

National:

- 1.a.
- 2.a.
- 5.a.c.

State:

- Strand 1, Concept 1
  - PO 101, PO 102, PO 104
- Strand 1, Concept 2
  - PO 101, PO 102, PO 104, PO 107, PO 111

Objectives/assessment:

*Objective(s):*

- Play #1 - 11 with proper posture, embouchure, rhythms and fingering technique.
- Students will be able to describe what a "solid tone" sounds like on their instrument.
- Play #8 - 11 with indicated breathe marks.

*Assessment:*

- TSW play #1 - 11 while sitting at the edge of the chair and holding their instruments correctly.
- TSW play #1 - 11 with correct fingerings and proper embouchures, resulting in "solid tones".
- TSW play #1 - 11 with correct rhythms.
- TSW play #8 - 11 with correct breathe marks.

*Personal objective:*

- Demonstrate posture, embouchure, and fingerings without speaking too much.
- Demonstrate rhythms by clapping and repeat-after-me exercise.
- Avoid repetition of explanations.

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Introduction:

- I. Quietly, have students set up their chairs and stands (1 per 2 students) as demonstrated in 1st row
  - Cases and binders/books go underneath their chair
  - Wait for silence to continue
- II. Have students get out their instruments
  - Binder goes on stand
  - Empty cases go back under chair
  - Wait for silence to continue

Procedure:

- I. Quickly review page 6 (#1 - 7)

- Correct posture, embouchures, fingerings
- ll. Go on to page 7 (#8 - 11)
  - Teach what a ' (breath mark) is
    - "Raise your hand if you know what ' is?"
    - "Can someone tell me the definition of a ' ?"
    - Repeat-after-me exercise

**Closure:**

- l. Play #8 - 11 on page 7
  - Keep in mind '!

**Extensions (*optional*):**

-Move on to #12+ and teach half note rhythms by clapping and repeat-after-me exercise.