

Name: Ms. Monclova

Date: 9/19/14

Grade Level: 6th grade band

Materials needed:

- Instruments
- "Jingle Bells" sheet music
- "Oh Come All Ye Faithful" sheet music
- Standard of Excellence Book 1 for fingering chart (if needed)

Standards:

National:

- 2.a.c.d.
- 5.a.b.d.

State:

- Strand 1, Concept 2
  - PO 101, PO 102, PO 103, PO 104, PO 107, PO 115, PO 116
- Strand 1, Concept 5
  - PO 107

Objectives/assessment:

*Objective(s):*

- Remember the 3 To-Do steps when receiving a new piece of music (Look at 1. Key signature, 2. Time signature, 3. Accidentals).
- Play "Jingle Bells" and "Oh Come" with proper posture, embouchure, rhythms and fingering technique.
- Play "Oh Come" with legato tonguing.
- Play the key change at m. 25 in "Oh Come".

*Assessment:*

- TSW vocalize the 3 steps without the help of the teacher during our 2nd run through of the piece.
- TSW play "Jingle Bells" and "Oh Come" while sitting at the edge of the chair and holding their instruments correctly.
- TSW play "Jingle Bells" and "Oh Come" with correct embouchures, rhythms, and fingerings.
- TSW play "Oh Come" with correct legato tonguing.
- TSW play the key change correctly at m. 25 in "Oh Come".

*Personal objective:*

- Simplify explanation of a what a key change is for better understanding.
- Demonstrate concept of legato tonguing without giving the label until end of class when they've played it properly.

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Introduction:

1. Have students set up chairs/stands (1 per 2 students) and get out their instruments
  - Binder goes on stand
  - Empty cases go under chair
  - Wait for silence to continue

**Procedure:**

**I. Full play through of "Jingle Bells"**

- 3 steps: Key signature, Time signature, Accidentals before beginning piece
- Reminder: Both feet flat on floor sitting at the edge of the chair?!

**II. "Oh Come"**

- 3 steps: Key signature, Time signature, Accidentals before beginning piece
- Introduce legato tonguing
  - Repeat-after-me:
    - Say "LuuLuuLuuLuu"
    - Whisper "LuuLuuLuuLuu"
    - Play beginning to m. 5 on "LuuLuuLuuLuu"
    - Introduce label: "That is called 'legato' tonguing because we're playing longggggg, connnnected notes instead of shor-t notes!"
- Play rest of piece with legato tonguing on "LuuLuuLuuLuu"
- Reminder: What happens at m. 25 that we've already gone over?

**Closure:**

**-Homework: Practice your "Luu's" and making the key change before and after m. 25.**