MSBOA

Michigan School Band and Orchestra Association

Director Development Days

Friday, November 19th- Saturday, November 20th, 2016

Music Education Committee Workshop

Lesson Plans for

Non-Music Subs

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State Committee Chair

Lesson Plans for Non-Music Subs

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**Guest Teacher Sub Plans**

***Background Info***

Date: Class/Hour: Room Location:

Helpful students: (It is always helpful for the guest teacher to know who are the reliable, trustworthy students whom can provide assistance)

Location of materials:

Technology needs and set-up:

***Instruction***

Lesson:

***Closing***

Please be sure to complete the following at end of class: (what does the guest teacher need to complete at the end of the class including clean-up or collecting materials)

Please be sure to complete the following at the end of your day: (what does the guest teacher need to do to secure the room, clean-up, etc.)

***Contact Information***

Teacher: Cell Phone/Email:

Thank you for teaching today!**Guest Teacher Sub Plans - Note Naming 1**

***Background Info***

Date: Class/Hour: Room Location:

Helpful students:

Location of materials:

Technology needs and set-up:

**Lesson:**

As soon as you take attendance, bring the students down to the computer lab or instruct students to open their devices.

Today you will have the students work on a music program in our computer lab. I have introduced the activities & games the students will play today, however, you will want to review with the students using the list below

Have the students login. One student per computer.

They should go to the website, **www.**[**musicracer.com**](http://musicracer.com/)***.*** ***You will want to write the website on the whiteboard!***

1. This game is a combination of speed and accuracy!
2. The students will select the radio button “note names” in the center of the webpage
3. The students should select their instrument, CLARINET, FLUTE, TRUMPET, etc.
4. The students should select the “Begin” button in the lower left corner of the page
5. The students will need to answer 8 questions
6. If they have a perfect score, they can move on to level B
7. If they miss one or more questions, they should do it again by selecting “BEGIN.”
8. If the students score perfectly, they can play the level over, in order to make it on the TOP 50 list!
9. Their goal is to make it on the TOP 50 list from across the state and country!
10. Once they play this game for a while, they can move onto the “fingering chart” game. They will need to select their specific instrument once again. They will follow the same procedure as listed above.

***Closing***

Please be sure to complete the following at end of class: Make sure students are logged off, and that the room is ready for the next group. Logging off will take the students 2-3 minutes

Please be sure to complete the following at the end of your day: Make sure the room is left in the same condition you found it.

**Guest Teacher Sub Plans - Note Naming 2**

***Background Info***

Date: Class/Hour: Room Location:

Helpful students:

Location of materials:

Technology needs and set-up:

**Lesson:**

As soon as you take attendance, bring the students down to the computer lab or instruct students to open their devices.

Today you will have the students work on a music program in our computer lab. I have introduced the activities & games the students will play today, however, you will want to review with the students using the list below

Have the students log in. One student per computer.

They should go to the website, **www.**[**music**](http://musicracer.com/)***theory.net/exercises/note.*** ***You will want to write the website on the whiteboard!***

1. Click on “Settings Wheel”
2. Students should click on appropriate clef (Treble or Bass)
3. Students then will need to select the range (their first five notes)
4. Students will need to turn off accidentals option
5. Go to “Challenge Mode.” Students will need to set a time limit of 15 minutes and a 20 question limit.
6. After students complete the assignment, they should click on “complete report.”
7. Students should print the report and double check their name is on the report.
8. The printed report is the classroom exit slip.

***Closing***

Please be sure to complete the following at end of class: Make sure students are logged off, and that the room is ready for the next group. Logging off will take the students 2-3 minutes

Please be sure to complete the following at the end of your day: Make sure the room is left in the same condition you found it.

**Guest Teacher Sub Plans - Rhythm Builder 1**

***Background Info***

Date: Class/Hour: Room Location:

Helpful students:

Location of materials:

Technology needs and set-up:

**Lesson:**

As soon as you take attendance, bring the students down to the computer lab or instruct students to open their devices.

Today you will have the students work on a music program in our computer lab. I have introduced the activities & games the students will play today, however, you will want to review with the students using the list below

Have the students log in. One student per computer.

They should go to the website, **www.therhythmtrainer.com*.*** ***You will want to write the website on the whiteboard!***

1. The students will select mode ¨A¨
2. Next to that box, have the students select ¨SLOW¨ for the temo
3. Next, have the students select the quarter note & eighth note box (should be pre-selected already)
4. The students should click ¨GO¨ once they are ready to begin
5. Remind the students to turn up the volume on their device (they should use headphones if possible)
6. The students will press the play button to hear the rhythm. They will then select the correct combination of quarter/eighth notes.
7. Once the student selects the rhythm, they should click on ¨check my answer¨
8. The students should answer 20 questions
9. Once the student completes all 20 questions, they should click on ¨email results¨
10. The students should type the following:
	1. Their first & last name
	2. Their school email address
	3. My email address:
11. Click ¨SEND¨ to submit results

***Closing***

Please be sure to complete the following at end of class: Make sure students are logged off, and that the room is ready for the next group. Logging off will take the students 2-3 minutes

Please be sure to complete the following at the end of your day: Make sure the room is left in the same condition you found it.

**Guest Teacher Sub Plans - Rhythm Builder 2**

***Background Info***

Date: Class/Hour: Room Location:

Helpful students:

Location of materials:

Technology needs and set-up:

**Lesson:**

As soon as you take attendance, bring the students down to the computer lab or instruct students to open their devices.

Today you will have the students work on a music program in our computer lab. I have introduced the activities & games the students will play today, however, you will want to review with the students using the list below

Have the students log in. One student per computer.

They should go to the website, **www.musictechteacher.c**[**om**](http://musicracer.com/)***.*** ***You will want to write the website on the whiteboard!***

1. This is a site that covers many different skills. You will want to go to **Quizzes-Rhythms.**
2. Choose “Rhythm Hotshots”.
3. The students should try to make a basket. They have 45 seconds.
4. After making a basket, a multiple choice rhythm question will appear.
5. When time runs out, try again.
6. Once they play “Hotshots” for 10 minutes, they should continue on to “Rhythm Billionaire”
7. Students select their own player and type their name below and select “Let's Play”
8. Select the lowest dollar amount and rhythmic questions are asked at each level and are timed.
9. If they answer the question wrong, they lose that amount of money and should start again.

***Closing***

Please be sure to complete the following at end of class: Make sure students are logged off, and that the room is ready for the next group. Logging off will take the students 2-3 minutes

Please be sure to complete the following at the end of your day: Make sure the room is left in the same condition you found it.

**Guest Teacher Sub Plans - Key Signature**

***Background Info***

Date: Class/Hour: Room Location:

Helpful students:

Location of materials:

Technology needs and set-up:

**Lesson:**

As soon as you take attendance, bring the students down to the computer lab or instruct students to open their devices.

Today you will have the students work on a music program in our computer lab. I have introduced the activities & games the students will play today, however, you will want to review with the students using the list below

Have the students log in. One student per computer.

They should go to the website, **http://www.musictheory.net/exercises/keysig*.*** ***You will want to write the website on the whiteboard!***

1. Click on “Settings Wheel”
2. Students should click on appropriate clef (Treble or Bass)
3. Click on “Key Signatures” and have the students select all up to four sharps (looks like a hash tag) and four flats (looks like a b).
4. The first 5 minutes should be “practice time” where when they give an answer, it will not move on until they get it right. This is an open ended time game, so please tell them when 5 minutes is up.
5. Next, turn “Challenge Mode” to “On” and set the time to 2 minutes.
6. They should play through the game, naming the Key signatures. If they get it wrong, it will move them to the next question.
7. After two minutes, it will say “Challenge Over”. They can play again.
8. Do not have them reset because at the end of the class, they should show you the report with their best score. Please record on the attendance sheet for my records.

***Closing***

Please be sure to complete the following at end of class: Make sure students are logged off, and that the room is ready for the next group. Logging off will take the students 2-3 minutes

Please be sure to complete the following at the end of your day: Make sure the room is left in the same condition you found it.

**Guest Teacher Sub Plans - Terminology**

***Background Info***

Date: Class/Hour: Room Location:

Helpful students:

Location of materials:

Technology needs and set-up:

**Lesson:**

As soon as you take attendance, bring the students down to the computer lab or instruct students to open their devices.

Today you will have the students work on a music program in our computer lab. I have introduced the activities & games the students will play today, however, you will want to review with the students using the list below.

Have the students log in. One student per computer.

They should go to the website, **www.**[**musicracer.com**](http://musicracer.com/)***.*** ***You will want to write the website on the whiteboard!***

1. This game focuses on MUSIC TERMINOLOGY
2. The students will select the radio button “music terms 101” in the center of the webpage
3. The students should select their instrument, CLARINET, FLUTE, TRUMPET, etc.
4. The students should select the “Begin” button in the lower left corner of the page
5. The students will need to answer 30 questions
6. If they have a perfect score, they can move on to level B
7. If they miss one or more questions, they should do it again by selecting “BEGIN.”
8. If the students score perfectly, they can play the level over, in order to make it on the TOP 50 list!
9. Their goal is to make it on the TOP 50 list from across the state and country!
10. Once they play this game for a while, they can move onto the “fingering chart” or ¨note name¨ game. They will need to select their specific instrument once again. They will follow the same procedure as listed above.

***Closing***

Please be sure to complete the following at end of class: Make sure students are logged off, and that the room is ready for the next group. Logging off will take the students 2-3 minutes

Please be sure to complete the following at the end of your day: Make sure the room is left in the same condition you found it.

**Guest Teacher Sub Plans**

***Background Info***

Date:        Class/Hour:     Room Location:

Helpful students:

Location of materials:

Technology needs and set-up:

***Instruction***

Lesson – Pick that tune/Student request day:

1. Students sit in normal large-ensemble seating arrangement
2. Determine who will choose the first tune. Examples include:
	* Alphabetical
	* Have sub randomly choose the first name
	* Draw a student name from a “hat” (requires prep ahead of time)
3. Student chooses and leads the selection to be played
4. Determine how the next student will be chosen. Examples include:
* Continue with one of the processes above
* Have the current leader choose the next leader
	+ Not within their section
	+ Different gender

***Closing***

Please be sure to complete the following at end of class:

***Contact Information***

Teacher:          Cell Phone/Email:

Thank you for teaching today!

**Guest Teacher Sub Plans**

***Background Info***

Date:        Class/Hour:     Room Location:

Helpful students:

Location of materials:

Technology needs and set-up:  1 evaluation sheet per ensemble member

***Instruction***

Lesson – Personal Practice Assessment:

1. Students sit in normal seating arrangement

2. Pass out worksheet to each student (sample attached)

3. Students complete worksheet by

* Choosing 4-8 measure segments from current music selections that need improvement
* Students state “Area of Weakness” to be improved during practice time
* Student checks box when played correctly
* After 4 successful playings, student evaluates their playing by answering “How did you improve?”
* Option: have the student play for another student (extra credit?)

***Closing***

Please be sure to complete the following at end of class:

Collect all student worksheets

***Contact Information***

Teacher:          Cell Phone/Email:

Thank you for teaching today!

**Your School Name • Personal Practice Assignment**

This assignment is intended to get you to think about how well you know the music we play in class and to push yourself to improve! Even the best musicians in the world have passages, sections, and pieces they need to work on to get better. Simply identifying a few places where you could be a little more proficient can make you a much better player!

**A. Fill in the information below:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date/Hour: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_

Instrument: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ensemble: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B. Fill in the chart below by completing the following steps:**

1. Under the caption “Music Selections and Measures”, identify 7 different sections (no less than 2 measures long) of music we are working on in class that you aren’t playing as well as you need to. **Write down all 7 first before you begin to practice!!!**
2. Under “Area of Weakness” list what you need to improve in the section. Example: Rhythm, Notes, Breathing, Articulations, Tone, Intonation, Phrasing, Dynamics, Increased Speed, etc.)
3. Now begin to **individually** practice each section you wrote down!!! Remember, don’t just run through it. Strive to break it down into small units so you aren’t just making the same mistakes over and over.
4. After you’ve worked on the problem listed, run through the entire section. **Each time you play it perfectly (or as close as possible) check off a “Times Played Correctly” number**.
5. **Once you’ve crossed out ALL THREE**, mark the “X” box and move onto the next section!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| C:\Program Files\Microsoft Office\Media\CntCD1\Animated\j0213487.gif | **Music Selection and Measures** | **Area of Weakness** | **Times Played Correctly** | **X** |
| **1** |  |  | **\_\_\_\_1 \_\_\_\_ 2 \_\_\_\_ 3** |  |
| **2** |  |  | **\_\_\_\_1 \_\_\_\_ 2 \_\_\_\_ 3** |  |
| **3** |  |  | **\_\_\_\_1 \_\_\_\_ 2 \_\_\_\_ 3** |  |
| **4** |  |  | **\_\_\_\_1 \_\_\_\_ 2 \_\_\_\_ 3** |  |
| **5** |  |  | **\_\_\_\_1 \_\_\_\_ 2 \_\_\_\_ 3** |  |

**During the next couple rehearsals, your band director may randomly select a few individuals to play what they worked on in their practice session. Please make sure you’re ready to go!!! Have fun and work hard!**

**Guest Teacher Sub Plans - “At First Glance” Analysis**

***Background Info***

Date: Class/Hour: Room Location:

Helpful students:

Location of materials:

Technology needs and set-up: Work sheets for sections/individuals

***Instruction***

Lesson: In sections or as individuals, students will look over current concert music to identify challenges and discuss potential solutions. See the attached worksheet.

***Closing***

Please be sure to complete the following at end of class:

Please be sure to complete the following at the end of your day:

***Contact Information***

Teacher: Cell Phone/Email:

Thank you for teaching today!

Name/Section:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_Hour:\_\_\_\_\_\_\_\_

**At First Glance Analysis**

**Directions:** Answer the following questions regarding our new pieces. I know we are still “getting to know” these pieces, but please be specific – no “one word answers.” Your solid attention and analysis will make us a better band! ☺

**Piece #1:**  Composer/arranger?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the style of the piece?

For **your specific instrument**, what appears to be the biggest challenge(s) in this piece? Be specific and give measure numbers as needed.

What can you do to practice and address those challenges?

What can I do to help you fix them?

For the **whole band**, what appears to be the biggest challenges?

What can we do as a band during our practices to fix those challenges? Give specific ideas.

**Piece #2:** Composer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the style of the piece?

For **your specific instrument**, what appears to be the biggest challenge(s) in this piece? Be specific and give measure numbers as needed.

What can you do to practice and address those challenges?

What can I do to help you fix them?

For the **whole band**, what appears to be the biggest challenges?

What can we do as a band during our practices to fix those challenges? Give specific ideas.

**Piece #3:** Composer?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the style of the piece?

For **your specific instrument**, what appears to be the biggest challenge(s) in this piece? Be specific and give measure numbers as needed.

What can you do to practice and address those challenges?

What can I do to help you fix them?

For the **whole band**, what appears to be the biggest challenges?

What can we do as a band during our practices to fix those challenges? Give specific ideas.

**Guest Teacher Sub Plans - Scavenger Hunt**

***Background Info***

Date: Class/Hour: Room Location:

Helpful students:

Location of materials:

Technology needs and set-up: Work sheets for individuals

***Instruction***

Lesson: In this 20-minute activity, students will get to know their classmates by learning more about their musical tastes and interests.

***Closing***

Please be sure to complete the following at end of class:

Please be sure to complete the following at the end of your day:

***Contact Information***

Teacher: Cell Phone/Email:

Thank you for teaching today!

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_

SCAVENGER HUNT

(source: nafme.org/wp-content/files/2014/08/NewsletterScavenger.jpg)

**DIRECTIONS: Please read this first to play the game correctly!**

1. In the first column: you will see questions that you need to answer.
2. In the second column: fill out answers about yourself based on those questions.
3. Then, after everyone finishes, find another person in the room and ask them a question from this list.
4. If that person’s answer matches your answer, fill in their name in the third column.
5. If you don’t get a match, the other person gets to ask you a question.
6. Continue asking until you find a match. Then find a new person to talk to.
7. Your job is to try to find a match to all 10 questions. Happy Hunting!

|  |  |  |
| --- | --- | --- |
| **QUESTIONS**  | **YOUR PART!** Write your answers here!  | **ANOTHER STUDENT** If another student’s answer matches yours, write their name here!  |
| **Favorite Type of Music** (classical, country, metal, pop, rock, etc...)  |  |  |
| Favorite Singer or Favorite Band  |  |  |
| Do you like to sing?  |  |  |
| Do you like to dance?  |  |  |
| If you could meet any musician, who would it be?  |  |  |
| Have you been to a concert? Who?  |  |  |
| What do you think is the most popular song right now?  |  |  |
| Just pick one: Melody or Harmony  |  |  |
| Just pick one: Fiddle or Jazz  |  |  |
| Just pick one: Pop or Rock  |  |  |

**Other Online Resources**

Many apps and web-based programs are great for students to explore with a non-music sub assuming students have access to a device (Bring Your Own, 1:1, computer lab, etc.). Teachers should ensure that access is granted to students ahead of time and that guest teachers are aware of Internet and technology-use agreements that the students may have to abide by.

These sites are very student friendly and require minimal advanced instruction.

**Online Resources**

* Musictheory.net
* Musicracer.com
* Staff Wars (app)
* 8notes.com
* vicfirth.com/education/keyboard/speednotereading.html
* Rhythmtrainer.com
* Rhythm Cat (app)
* http://www.musictechteacher.com/music\_quizzes/music\_quizzes.htm
* https://kahoot.it/

Music Education Workshop Committee 2016-2017

Dr. Spiros Xydas, State Committee Chair

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|  |  |  |
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