

Teresa Falter: Trumpet Sectional

Date: _____

Grade: 6th grade		Subject: Music-Band	
Materials: Beginning Band Method book, piano, trumpet		Technology Needed: None needed	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s): MU:Cr3.1.E.I a. Evaluate and refine draft melodic or rhythmic ideas based on teacher-provided or class-developed criteria.		Differentiation Below Proficiency: Students will be asked to play the scale with minimal support from the teacher. To help students, the teacher will tell the students the fingerings, play the scale on the piano to help the student hear what notes need to be played. Above Proficiency: Students will be asked to play the scale without support from the teacher and from memory. Approaching/Emerging Proficiency: Students will be asked to play the scale without support from the teacher, but with music. Modalities/Learning Preferences: Visual-written music and pictures of the fingerings, auditory-hearing the scale on piano and singing scale, kinesthetic-moving fingers to play the correct notes.	
Objective(s): By the end of class, students will be able to play the first five notes of a concert Eb on trumpet which will prepare them to play songs. Bloom's Taxonomy Cognitive Level: Level 1-Remembering the correct fingerings. Level 3-applying the knowledge of fingerings to a scale.			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will get their trumpets out and play some notes to warm up. Students will be expected to remain in their seats keeping hands and instruments to themselves.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to sit quietly and pay attention to the teacher. If the students have questions, they may raise their hand to ask the question, or if appropriate, quietly ask their peers.	
Minutes	Procedures		
10 minutes	Set-up/Prep: Ensure students have scale and scale fingering in their beginning band method books. Practice the Eb scale on piano while saying the notes for the F scale (trumpets transpose down major 2 nd).		
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will play their trumpets to warm up. Show students how learning their scales will help them play pieces.		
3 minutes	Explain: (concepts, procedures, vocabulary, etc.) Tell students that they will be playing their F scale (Concert Eb). Remind them of their fingerings.		
8 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Practice scale-sing pitch, then play note, play with piano, play without assistance. Give pointers to improve (firmer embouchure, tighter or looser seal, etc.) Work towards memorization if students are ready.		
4 minutes	Review (wrap up and transition to next activity): Give final pointers to improve scales based on how the students did.		
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) As the students practiced, I could hear their improvement. In the moment, they were able to get higher notes to come out better than before.		Summative Assessment (linked back to objectives, END of learning) I was not at the students' concert, but a way to perform summative assessment could be seeing how the students used the notes in their scales within their pieces.	

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

The students seemed to respond well and be able to play the scale better. I did not have any classroom management problems; the students were attentive and respectful. I could hear improvement in their scale the more they practiced.

If I were to teach this again, I would make sure that I was more prepared. I needed to review my trumpet fingerings and ability to transpose more. I thought that I knew them well but getting in front of students made me nervous which caused me to hesitate. I would also try to think through different ways I could help students who were struggling to play the scale.