



<b>Name:</b> Trevor Meseroll	<b>Date:</b> 2/27/20
<b>Ensemble:</b> 8 <sup>th</sup> Grade Band	
<b>School/Town:</b> Berklee	
<b>Period/Time:</b> N/A	

**1. Measurable Objective(s):** *(Measurable learning objectives use action verbs to describe what you want the students to be able to do by the end of the class, course, or unit)*

*Students will be able to play a concert Bb major scale in a round*

*Students will be able to play "Surfer Girl" up to m 26*

**2. Required Prior Knowledge and Skills:** *(What must students know to be successful)*

*Sight reading ability for an 8<sup>th</sup> grade band*

*Ability to play in time*

*Ability to follow a conductor and/or ensemble*

**3. Review Needed:** *(What needs to be reviewed to reinforce prior learning related to this lesson)*

*Bb Major Scale*

*Triplet rhythms*

**4. Materials, Repertoire, Equipment needed:**

"Surfer Girl" Arr. by Trevor Meseroll

Stands

Drum Set

Pencils for everyone

**5. Agenda:** *(list items to be taught and post – use large paper and dark marker if white board is not available)*

1. Warm up

-play a concert Bb major scale in a 4 part round

2. Listen to "Surfer Girl"

3. Begin "Surfer Girl" from the beginning (stopping for notes and balance)

4. Tune chords starting in m. 6. (one at a time)

5. Isolate parts (clarinet. Maybe have Trumpet play with the clarinet part)

7. clap rhythms at m. 21

8. play mm. 21-26

9. play from beginning to m. 26

**6. Lesson Sequence** *(be sure to list time in the pacing section)***Pacing**

<p><b>A. Brief Opening:</b> <i>(Teacher posted brief assignment that may be done independently. Brief reading writing, editing, or problem solving activity to ready them for learning – may be a question about the music that will be rehearsed or at the younger levels it may be a learning activity setting up for today’s lesson)</i></p> <p><b>Listening to Surfer Girl</b></p>	
<p><b>B. Warm-up and purpose of warm-up:</b></p> <p>Playing Bb Major concert scale in 4 part round. This is a very useful warm up because the piece we will be playing, “Surfer Girl,” is all in 4 part harmony. This warm up will work on tuning and individual playing.</p>	
<p><b>Marked score:</b> (problems/challenges to be addressed from score study) Rhythms in m 21</p>	
<p><b>C. Assessment:</b> <i>(What evidence will show that the students understand? Describe the assessment used – formal and informal assessments based on learning objectives)</i></p> <p>Informal- listening</p>	
<p><b>D. Closing/Wrap-up:</b> <i>(This is a recap of the key learning of the day to check for understanding. Could be a ticket to leave as individuals or group answers)</i></p> <p>Playing the beginning to m. 26</p>	
<p><b>E. Assignment/Follow-up: N/A</b></p>	

**7. Accommodations:** *(a. Special Needs, b. ELL etc. )***8. Teacher Reflection/Self-Evaluation:** *(a. Reflect on the process and include student responses b. Rethink & Revise - what could you have done differently to improve the outcome of this lesson)***9. National Standards:** *(Creating, Performing, Responding)*

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

**10. State Standards:** *(Singing, Reading & Notation, Playing Instruments, Improvisation & Composition, Critical Response, Purposes & meaning in the arts, Role of artists in communities, Concepts of style, stylistic influence & stylistic change,*

*Inventions technologies & the arts, Interdisciplinary connections)*