

## Sample Band I Learning Plan

### Big Idea/Topic

#### KSU MASTERCLASS: BUILDING A STRONG AND CONSISTENT BRASS PLAYER

##### Connecting Theme/Enduring Understanding:

There are several basic techniques that you should consider incorporating into your practice that will ultimately produce a better quality sound on your brass instrument.

##### Essential Questions:

Why is a focused breath so important when playing brass instruments?

What syllables can you think of as you breathe to help support a good quality sound on a brass instrument?

How can you be “flexible” as you move from partial to partial on a brass instrument?

How can you articulate effectively on a brass instrument?

### Standard Alignment

#### **PERFORMING**

##### **HSBB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises).

##### **HSBB.PR.3 Read and identify elements of notated music.**

- a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression).
- c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure.

### Instructional Design

**This lesson has a flexible timeline and may span across several days, if necessary. This lesson is intended to reach students in an in-person or virtual (synchronous or asynchronous) learning environment.**

#### **FOUNDATIONAL INFORMATION:**

This lesson is intended to be a small group lesson for the brass section or brass sectional rehearsal, potentially at the beginning of the school year or semester. Students need to know the basic brass techniques and skills.

#### **CONCEPTS:**

- Using Breath Effectively for Brass Instruments
- Flexibility when Moving from Partial to Partial with Ease
- Articulation

#### **VOCABULARY:**

Breath, air focus, syllables, partial, articulation, single/double tonguing

#### **LINKS:**

[KSU Masterclass: Building a Strong and Consistent Brass Player](#)



## STUDENT SUPPLIES:

- Instrument
- Chair + Music Stand

## TEACHER SUPPLIES:

- TV/Projector for viewing KSU Masterclass video
- Practice Excerpt for your students to practice
- Free Flipgrid account (see below for helpful Flipgrid resources)

## WORK SESSION (approx. 30 mins):

### STUDENT AND TEACHER PROCEDURES

- **Activity #1: Brass Warmups (approx. 5 mins)**

Take time to appropriately warm-up student on their instruments as seen fit for your program. The teacher should model warmups (with or without an instrument), then have students echo back on their instruments until they become comfortable. Discuss with students why warmups are important. Stress to students that warming up on their instrument appropriately is ESSENTIAL to develop healthy practice habits and to continue developing their technique.

- **Activity #2: Diagnostic Discussion (approx. 5 mins)**

Ask students prompting questions about how to produce a characteristic sound on their brass instrument to engage them in the lesson. Allow time for discussion and any tangents about brass techniques that may come up from student interest. Here are sample questions you could ask students:

- Why is a focused breath so important when playing brass instruments?
- What syllables can you think of as you breathe to help support a good quality sound on a brass instrument?
- How can you be “flexible” as you move from partial to partial on a brass instrument?
- How can you articulate effectively on a brass instrument? Why is practice important?

- **Activity #3: KSU Masterclass Video (approx. 45 mins)**

Have students watch the KSU Masterclass: Building a Strong and Consistent High Brass Player with Dr. Doug Lindsey. While students are watching the masterclass, have them participate and play along with the activities and techniques provided throughout the video, if they are able. If needed, take additional time to pause the video and discuss topics further with students. Ask the students prompting questions to engage them in watching the masterclass. Here are some sample prompts you could ask students:

- What is one thing that you learned about breathing from this video that you can incorporate into your own practice?
- Did you notice any aspects of your own playing techniques that you think you could improve on?

- **Activity #4: Learning the Excerpt (approx. 15 mins)**

The teacher will pre-select an excerpt appropriate to the developmental playing level of the students. This could be from their program’s chosen method book, an excerpt from current repertoire, or other source. The teacher will teach/go over this excerpt with students through modeling and observation. Once students have a basic understanding and can play the excerpt, inform the students about their assignment (below).

## STUDENT ACTIVITY (allows for flexible timeline):

### STUDENT AND TEACHER PROCEDURES

- **Activity #5: At-Home Activity: Flipgrid Recording and Student Self-Evaluation (approx. 15+ mins)**

For this activity, students will use [Flipgrid.com](https://flipgrid.com) to submit a recording of themselves playing the teacher-selected excerpt on their own time at home (before practicing). See the Flipgrid Student Assignment document to share with students. After recording their video, students will complete the self-evaluation rubric and return it to the teacher. This can be seen as a diagnostic assessment for the student.



- **Activity #6: At-Home Activity: Practice (approx. 15+ mins per day)**  
Students will take time to practice the teacher-selected excerpt to perform while incorporating the brass techniques discussed in the KSU Masterclass video. Students can practice as their schedule/their teacher's schedule allows (such as before/after school, during lunch, or at home) using the checklist provided below. Students will practice over a teacher-selected time period (such as two-four weeks of practice before their performance). The teacher can give students the link to view the KSU Masterclass as needed during their individual practice time.
- **Activity #5: Flipgrid Performance Test (approx. 15+ mins)**  
For this performance assignment, students will record their final performances while performing for their teacher using the teacher-selected excerpt. Students will be graded based on a standards-based rubric that is attached to this document for you to use. This can be used as a summative assessment to show student growth from the diagnostic Flipgrid video to the summative Flipgrid video.

## Evidence of Student Success

### DIAGNOSTIC ASSESSMENT

- Informal discussion about developing proper brass techniques

### FORMATIVE ASSESSMENT

- Informal teacher observation of students' understanding of KSU Masterclass information and observation of students' practice

### SUMMATIVE ASSESSMENT

- Teacher observation of students' growth of brass techniques through performance task

## Distance Learning Supports

### DIFFERENTIATED LEARNING:

#### INCREASED RIGOR:

Students can inquire about extended or more challenging brass techniques to incorporate into their practice. Students can act as a peer mentor to help and assist another student.

#### ADAPTED ASSIGNMENT:

Students requiring a simplification can be paired with a peer mentor who can guide them through the process one on one, or with the teacher. Students can also view the KSU Masterclass Video as much as they need to understand and grasp the brass techniques effectively.

## Engaging Families

### SUPPORT MATERIALS: (See Below)

- Student Checklist
- Student Rubric



## Brass Techniques: Student Practicing Checklist

Remember: Practice makes PERMANENT!

### Set Up:

- I am seated in a chair with good posture
- I have a music stand to view my musical excerpt.
- I have checked for tension in my body.

### Breath:

- I start my practice session with mindful breathing to release any tension I may have in my body.
- When I breathe to play, I'm thinking of a pendulum: breathing "back and forth without interruption."
- When I breathe, I don't create tension in my body.
- I listen to the inhale of my breath as well as the speed of air on the exhale.
- I pay attention to the flow of my breath and trust that it is flowing appropriately.
- I "aim" my air appropriately. I am not pushing or creating tension to play in different registers.
- Depending on the register I'm playing it, I adjust my different levels of breath while thinking about using different syllables (according to the KSU Masterclass video).
- I try to these techniques with buzzing just on my mouthpiece.

### Flexibility (moving from partial to partial):

- I create the opportunity for my air to do most of the work and for my ear to hear the sound I will play.
- I can sing the partials I am playing.
- I can play partials using just my mouthpiece and focus my breath to move from partial to partial.
- As I'm playing, I'm actively trying to take the tension out of my practice.

### Articulation:

- I check in with my air as I try to articulation. I use the idea of "tU/dU" instead of "Tu/Du"
- I don't put too much pressure of my lips as I play. I release the tension if I am doing this.
- I let my air/breath lead my articulation as opposed to my tongue.
- For double tonguing I use the idea of "tu/ku" or "du/gu."
- When I practice tonguing, I start slow and try to maintain my breath to let my air do more of the work.

## Brass Technique Student Rubric

Criteria	Needs Work 1 Point	Good 2 Points	Great 3 Points	Excellent 4 points	Score
<b>HSBB.PR.2a</b> Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).	The student rarely or never practices. The student is rarely or never prepared or uses proper brass technique.	The student practices some of the time. The student is prepared and uses proper brass technique to produce a good quality sound some of the time.	The student practices often. The student is often prepared and uses proper brass technique to produce a good quality sound.	The student consistently practices. The student is always prepared and uses proper brass technique to produce a good quality sound.	
<b>HSBB.PR.2b</b> Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises).	The student rarely or never warms up their instrument properly.	The student warms up their instrument properly some of the time.	The student often warms up their instrument properly.	The student consistently warms up their instrument properly.	
				<b>Overall Score</b>	

## Self-Evaluation Rubric

Evaluate yourself and your performance by placing an 'X' in the box for each attribute.

Georgia Department of Education

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Attribute	Needs Work 1 Point	Good 2 Points	Great 3 Points	Excellent 4 points	Grammy-Worthy 5 Points
I played with little to no tension.					
I use my breath effectively while imagining a pendulum each time I breathe.					
I aim my breath appropriately, but do not create tension as a result.					
I can sing all of the partials that I play.					
I can play all of these techniques while buzzing on my mouthpiece.					
I use my breath to support my tongue as I articulate.					
I rehearsed for my performance test and exhibited excellent performance etiquette.					
				<b>Total Points:</b>	

Write a couple of things you could have done better for this performance:

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Write one thing you are proud of about this performance:

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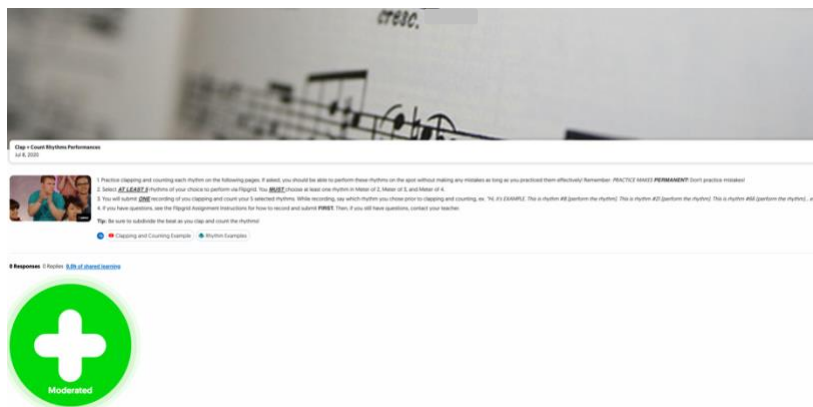
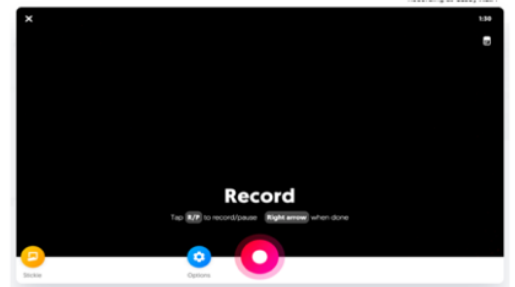
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# FLIPGRID ASSIGNMENT INSTRUCTIONS

INSERT  
QR CODE  
HERE

1. Go to [www.flipgrid.com](http://www.flipgrid.com) or download the Flipgrid app.
2. Enter this code: **INSERT CODE HERE** that says:  Or scan this QR code in the app:
3. Once in the grid, click on: 
4. Then type **YOUR FIRST + LAST NAME** in the space provided! You DO NOT need to put in an email.
5. It's time to record your first attempt! Record yourself performing the excerpt and submit via Flipgrid. You have 1 minute and 30 seconds to record your first attempt.
6. Press next and then review your recording.
7. **TITLE YOUR VIDEO: Brass Excerpt Attempt #1**
8. Snap a selfie!
9. Press Submit! Congrats! You sent in your first attempt!
10. On your own time, practice the brass techniques based on the KSU Masterclass video using the Student Checklist, if needed and apply those techniques to the excerpt as your practice it.
11. On your performance test date, record yourself performing the excerpt and submit via Flipgrid. You have 1 minute and 30 seconds to record your second attempt. You can record as many times as you may need, but the final video you submit will be the video that is graded. You will submit **ONE** recording.
12. Press next and then review your recording.
13. If you are happy with your recording, **TITLE YOUR VIDEO: Brass Excerpt Attempt #2**
14. Snap a selfie!
15. Press Submit! Congrats! You sent in your second attempt!
16. The KSU Masterclass Assignment is due on **INSERT DATE HERE.**



# Teacher's Additional Resource Guide

## GaDOE Fine Arts Resources:

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx>
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Fine-Arts/Digital%20Teaching%20%26%20The%20Arts.pdf>

## KSU Masterclass:

- [https://arts.kennesaw.edu/community-programs/masterclass\\_series.php](https://arts.kennesaw.edu/community-programs/masterclass_series.php)

## Flipgrid Resources:

- Flipgrid Getting Started Guide: <http://blog.flipgrid.com/gettingstarted>
- Flipgrid Tips and Tricks for Remote Learning: <https://blog.flipgrid.com/news/remoteteaching>
- Flipgrid Educator Guide: <https://drive.google.com/file/d/0BzZGEfOtEWqPcGUzcFd2RzRjYTQ/view>



## Here is an example of how you could use Flipgrid for Student Practice Logs:



My Activity **My Grids** Mixtapes #GridPals Disco Library Shorts



My Grids < Band I

### Grid Details



#### Band I

Jul 8, 2020 Flip Code: [bandlexample](#) Add a CoPilot

Share

Actions

Topics **Students**

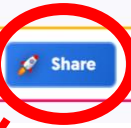
Add New Topic

**1 Topic** 0 videos 0 views 0 hours of engagement

Export Data

Search Topics

Actions	Title	Last Response
<input type="checkbox"/>	 <b>Clap + Count Rhythms...</b> 0 Videos + Pinned Topic	Jul 13, 2020



#### Clap + Count Rhythms Performances

Share the Topic link with your students.

[flipgrid.com/f8ea3674](https://flipgrid.com/f8ea3674) Copy

**Topic Guest Mode**  
Make it easy for guests, such as family members and content experts, to access this specific Topic.

[flipgrid.com/605c2eb0](https://flipgrid.com/605c2eb0) Copy

Allow guests to record [Create new link](#)

Make sure that when you share the assignment with students that you select the "Topic Guest Mode" and "Allow guests to record" options so that students do not have to login with an email to record their performances. Be sure to send them THIS link/code, not the one above.





# Topic Details



## Clap + Count Rhythms Performances

Share

Actions

Jul 8, 2020

Flip Code: f8ea3674

Guest Code: 605c2eb0

1. Practice clapping and counting each rhythm on the following pages. If asked, you should be able to perform these rhythms on the spot without making any mistakes as long as you practiced them effectively! Remember: **PRACTICE MAKES PERMANENT!** Don't practice mistakes!
2. Select **AT LEAST 5** rhythms of your choice to perform via Flipgrid. You **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4.
3. You will submit **ONE** recording of you clapping and count your 5 selected rhythms. While recording, say which rhythm you chose prior to clapping and counting, ex. "Hi, it's **EXAMPLE**. This is rhythm #8 (perform the rhythm). This is rhythm #21 (perform the rhythm). This is rhythm #66 (perform the rhythm)... etc."
4. If you have questions, see the Flipgrid Assignment Instructions for how to record and submit **FIRST**. Then, if you still have questions, contact your teacher.

**Tip:** Be sure to subdivide the beat as you clap and count the rhythms!



Clapping and Counting Example



Rhythm Examples

### 0 Responses

0 replies 0 views 0 hours of engagement

Export Data

Search Responses

#### Start the discussion!

Add a video or share this Topic with your students to have them record.

Record a Response

Share Topic

## Topic Essentials

### Title

Clap + Count Rhythms Performances

33/35

### Prompt

1. Practice clapping and counting each rhythm on the following pages. If asked, you should be able to perform these rhythms on the spot without making any mistakes as long as you practiced them effectively! Remember: **PRACTICE MAKES PERMANENT!** Don't practice mistakes!
2. Select **AT LEAST 5** rhythms of your choice to perform via Flipgrid. You **MUST** choose at least one rhythm in Meter of 2, Meter of 3, and Meter of 4.

884/1000

### Recording Time

1 minute 30 seconds

### Video Moderation

New videos will be hidden from students until you activate them. Previously submitted videos will remain active.

[Learn more about Moderation.](#)

### Focus Optional

Add a media resource to engage your students.



Delete to select a new Focus.

Delete Focus

Editing a Topic/Assignment View (Teacher)



## Topic Tip

Add a tip to help your students best answer the Topic.

Be sure to subdivide the beat as you clap and count the rhythms!

Editing a Topic/Assignment View  
(Teacher)... continued

## Topic Attachments

Attach up to 9 external links (OneNote, Google Docs, Dropbox, YouTube, etc.) to this Topic.

### Feature Link

 <https://www.youtube.com/watch?v=FNmxLvtXewU8>

### Attachment Title

Clapping and Counting Example 29/30 

### Feature Link

 <https://shealy-my.sharepoint.com/:b:/g/personal/cas>

### Attachment Title

Rhythm Examples 15/30 

[Add another Attachment](#)

## Topic Status

### Status

Make your Topic Active, Frozen (view-only) or Hidden.

Active

### Launch & Freeze Dates

Schedule an Active [12:01am] and Frozen [11:59pm] date. Your timezone is set to America/New\_York. [Update your timezone.](#)

07/23/2020 → Never 


## Video Features

### Video and Selfie Styles

Students can add filters, stickers, drawing, and text to their videos and selfies.

Selfies Only

### Video Editing

Students can trim and rearrange video clips. 

### Video Title

Students can add a title (80 characters max). Add hashtags for searchability. 

### Attachment Link

Allow students to include an external link with their video (e.g., OneNote, Google Doc, etc.). 

### View Count

Display the number of views a video has received. 


### Likes

Allow students to like other student videos. 

### Sticky Notes

Allow students to add sticky notes while they are recording. 

### Student-to-Student Replies

Allow students to Reply via video to another student. 

## Feedback

### Basic Feedback

Provide basic feedback on a Response based on student verbalization and clarity of expressed ideas.

Provide basic feedback on a video based on student verbalization and clarity of expressed ideas.

Ideas

Performance

### Custom Feedback

Build and assign custom feedback rubrics based on the needs and qualifications of your classroom.

Save changes to my default settings

Cancel

Update Topic



# Band I

## Topic/Assignment Student View

Clap + Count Rhythms Performances  
Jul 8, 2020



1. Practice clapping and counting each rhythm on the following pages. If asked, you should be able to perform these rhythms on the spot without making any mistakes as long as you practiced them effectively! Remember: **PRACTICE MAKES PERMANENT!** Don't practice mistakes!
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4. If you have questions, see the Flipgrid Assignment Instructions for how to record and submit **FIRST**. Then, if you still have questions, contact your teacher.

Tip: Be sure to subdivide the beat as you clap and count the rhythms!

- [Clapping and Counting Example](#)
- [Rhythm Examples](#)

0 Responses 0 Replies [0.0h of shared learning](#)

