

Sample Band I Learning Plan

Big Idea/Topic

KSU MASTERCLASS: CLARINET BOOT CAMP

Connecting Theme/Enduring Understanding:

Having good tone on your clarinet is a product of two factors: your embouchure and how you use your air.

Essential Questions:

How do you produce a good sound on your clarinet?

What are the three big pillars of playing the clarinet?

Why is practice important?

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 class periods, if necessary. This lesson is intended to reach students in a live or virtual (synch/asynchronous) learning environment.

FOUNDATIONAL INFORMATION:

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

CONCEPTS:

- Tone Production
- Technique
- Articulation
- Warm-Up Strategies

VOCABULARY:

Tone production, technique, articulation, embouchure, tonguing

LINKS:

[KSU Masterclass: Clarinet Bootcamp](#)



STUDENT SUPPLIES:

- A device with audio/video capabilities
- Instrument
- Chair
- Music Stand

TEACHER SUPPLIES:

- A device with audio/video capabilities
- TV/Projector for viewing KSU Masterclass video
- Free Flipgrid account (see below for helpful Flipgrid resources)

WORK SESSION (approx. 30 mins):

STUDENT AND TEACHER PROCEDURES

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

Take time to appropriately warm-up students' instruments. The teacher should model warmups, then have students echo back on their instruments until they become comfortable. Discuss with students why warmups are important to tone production. Stress to students that warming up their instrument is **ESSENTIAL** to develop healthy practice habits and develop a great tone on their clarinet. Every time students play their clarinet; they should warm up their instrument—even if it is a short warmup! Why? It allows us to reestablishing embouchure, fast air, listen to your own clarinet sound and set ourselves up for success.

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

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

- How do you produce a good sound on your clarinet?
 - (Good embouchure and how you use your air)
- What are the three big pillars of playing the clarinet?
 - (Tone Production, Technique, Articulation)
- Why is practice important?
 - (Practice allows us to set ourselves up for success when we work on instrument technique and other repertoire we may be playing.)

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

Have students watch the KSU Masterclass: Clarinet Bootcamp with John Warren. While students are watching the masterclass, have them participate and play along on their instruments with the activities 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 did is one thing that you learned about playing the clarinet from watching this video?
- Did you notice any aspects of playing your clarinet that you think you could improve on?
- What are some steps to sound your best as you warm up and practice your clarinet?

STUDENT ACTIVITY (allows for flexible timeline):

- **Activity #4: Flipgrid Practice Log (approx. 15+ mins)**

For this assignment, students will use [Flipgrid.com](https://flipgrid.com) to submit recordings of themselves practicing their clarinet using the steps that were discussed in the KSU Masterclass video. They will upload a recording of themselves practicing **at least once per week**. See the Flipgrid Student Assignment document to share with students.



Evidence of Student Success

DIAGNOSTIC ASSESSMENT

- Informal discussion about developing a characteristic clarinet tone and other techniques

FORMATIVE ASSESSMENT

- Informal teacher observation of students' understanding of KSU Masterclass information and students' practice log via [Flipgrid.com](https://flipgrid.com)

SUMMATIVE ASSESSMENT

- Teacher observation of students' growth from first week of practicing to the end of the school year or semester

Distance Learning Supports

DIFFERENTIATED LEARNING:

INCREASED RIGOR:

Students can teach another person such as a family member about the fundamentals of clarinet playing and how to produce a characteristic sound. Can students challenge their family members to learn how to play the clarinet? Students can serve as peer mentors for 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.

Engaging Families



SUPPORT MATERIALS: (See Below)

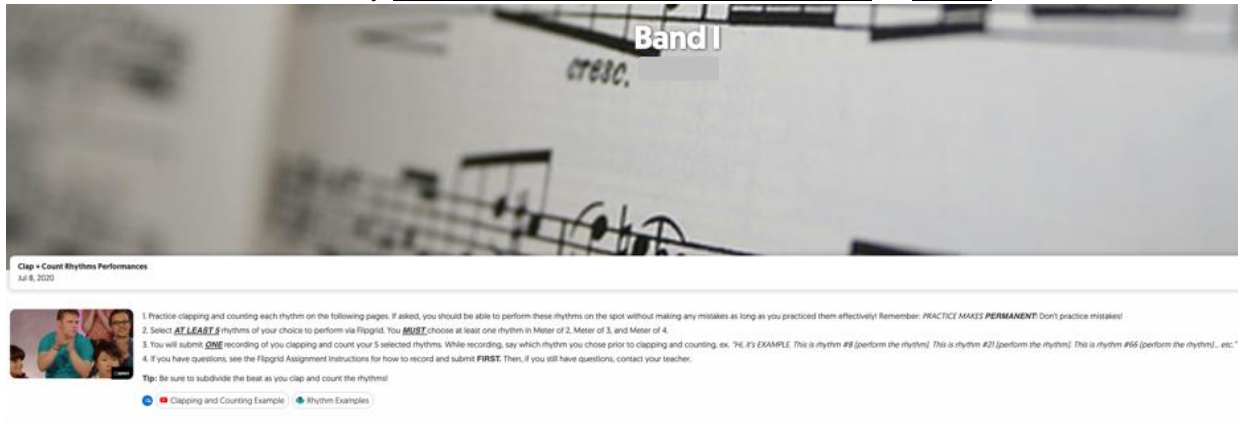
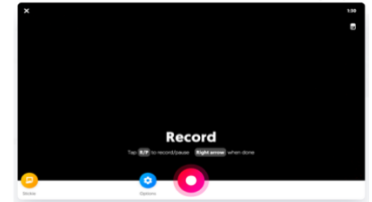
- Flipgrid Assignment Student Instructions
- Student Checklist
- Student Rubric



FLIPGRID PRACTICE LOG INSTRUCTIONS

INSERT
QR CODE
HERE

1. Go to 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 practice! You have 1 minute and 30 seconds to record yourself practicing! 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 of you practicing each week. **ONE VIDEO SUBMISSION PER STUDENT PER WEEK.**
6. Press next and then review your recording.
7. If you are happy with your recording, **TITLE YOUR VIDEO: PRACTICE WEEK # ____.**
8. Snap a selfie!
9. Press Submit! Congrats!
10. Your videos are due on every **INSERT DAY OF THE WEEK HERE** at **TIME.**



Clarinet: Student Practicing Checklist

Remember: Practice makes PERMANENT!

Set Up:

- I have put my clarinet together appropriately and have placed a wet reed on the mouthpiece and secured it tightly using the ligature.
- I have a good seated posture in my chair.

Embouchure:

- My bottom lip is nice and taut against my bottom teeth where the face and lip meet.
- My chin is firm and pulled down to a point.
- I am not biting the reed with my teeth. My right hand/thumb is pushing my clarinet lightly up and into my mouth and my left hand/thumb is pressing the clarinet forward/outward which pulls the reed off my lip and pushing it into my upper teeth.

Air/Breathing:

- I am putting air through my clarinet as fast as possible to produce lots of reed vibration. I am not using warm, round air.
- As I am playing, I am thinking of the syllable "E" in my head (not "Ah"). I also imagine my air going into my clarinet like water goes through a garden hose under pressure.

Warm-Up: (in 20 Sets, in half step increments)

- 5 Chromatic Notes starting from low E to G# (and back down) with a crescendo and decrescendo. I am listening for:
 - Long, slow deep Breath (have a large amount of air, but be able to produce a very quiet sound)
 - In control of my volume: steady, predictable crescendo, at the end my sound evaporates
 - In control of my pitch: clarinets tend to go flat when they play loudly. Use a tuner to check this!
 - Nice, gentle fingers when transition

Technique:

- I have played my scales in key signatures prescribed by my music instructor using a metronome. Start slowly, and once you have learned them by memory successfully, speed up the tempo.
- I have played my arpeggios in key signatures prescribed by my music instructor using a metronome. Start slowly, and once you have learned them by memory successfully, speed up the tempo.
- I have played my scales in thirds in key signatures prescribed by my music instructor using a metronome. Start slowly, and once you have learned them by memory successfully, speed up the tempo.
- I have been thinking about all of the above (embouchure, air, good tone) as I play these technical exercises.

Articulation:

- When I "tongue" my clarinet, I use the tip of the tongue on the tip of the reed.
- I have played my articulation exercises in key signatures prescribed by my music instructor using a metronome. Start slowly, and once you have learned them by memory successfully, speed up the tempo. (Rhythm: 1e+a 2 3e+a 4 1e+a 2e+a 3e+a 4)
- I have played any other articulation exercises in key signatures prescribed by my music instructor using a metronome.



Clarinet Student Rubric

Criteria	Needs Work 1 Point	Good 2 Points	Great 3 Points	Excellent 4 points	Score
HSBB.PR.2a 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 rarely or never has proper embouchure, playing position, breathing techniques, and tone quality.	The student practices some of the time. The student has proper embouchure, playing position, breathing techniques, and tone quality some of the time.	The student practices often. The student often has proper embouchure, playing position, breathing techniques, and tone quality.	The student consistently practices. The student consistently has proper embouchure, playing position, breathing techniques, or tone quality.	
HSBB.PR.2b 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.	
				Overall Score	

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

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**

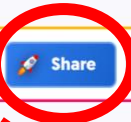
Add New Topic

1 Topic 0 videos 0 views 0 hours of engagement

Export Data

Search Topics

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



Clap + Count Rhythms Performances

Share the Topic link with your students.

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 Copy

Allow guests to record

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

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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

Georgia Department of Education

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Band I

Topic/Assignment Student View

Clap + Count Rhythms Performances
Jul 8, 2020



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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](#)

