

**Teacher: Kyle Chamberlin**  
**Class: Middle School**  
**Grades: 6-8**

**Central Focus:** The Central Focus for this learning segment is to select repertoire that is appropriate for the students to understand, interpret respond, and connect to their every day La Salle lives.

**NYS Learning Standards –**

Standard 1: Creating, Performing and Participating in the Arts

Students will actively engage in the process that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts

Standard 2: Knowing and Using Arts Materials and resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles

**National Standards –**

**PERFORMING**

Select (MU:Pr4.1.E.IIa) – Accomplished

Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Analyze (MU:Pr4.2.E.Ia) – Proficient

Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Interpret (MU:Pr4.3.E.IIIa) – Advanced

Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

Rehearse, Evaluate and Refine (MU:Pr5.3.E.IIIa) – Advanced

Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

Present (MU:Pr6.1.E.Ia) -- Proficient

1. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

Present (MU:Pr6.1.E.IIb) – Accomplished

2. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances

## **RESPONDING**

Select MU:Re7.1.E.IIa – Accomplished

Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

Analyze (MU:Re7.2.E.Ia) – Proficient

Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

## **CONNECTING**

Connect (MU:Cn11.0.T.IIa) – Accomplished

1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**Connect** (MU:Cr3.2.E.Ia) – Proficient

2. Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

Connect (MU:Pr6.1.E.IIb) – Accomplished

3. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

Connect (MU:Re9.1.E.IIa) – Accomplished

Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

## **Common Core Standards –**

Speaking and Listening (SL 3.4) – Comprehension and Collaboration:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Language (3.6) - Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Student Learning Goals (Objectives) –**

1. Students will be able to play and understand a varied repertoire of music
2. Students will be able to accurately play notes and rhythms
3. Students will be able to play in tune with a quality tonal center and excellent sound
4. Students will use a variety of devices to fix problems they face in the Ensemble
5. Students will be able to use their analysis and evaluation skills to refine their playing to meet the standards of excellence in music

## **Prior Academic Knowledge and Conceptions –**

1. Students will need to know how to read either the treble or bass staff depending on instrument
2. Students will need to be able to have a basic knowledge of rhythms
3. Students will need to have an aural expectation as to what note/pitch they are playing
4. Students will need to have an aural expectation as to what the piece(s) should sound like

5. Students will need basic musical evaluating and analysis skills.

### **Common Errors, Misconceptions –**

1. Students will play complex rhythms incorrect
2. Students will think they are hitting the right note/pitch when in fact they are hitting the wrong partial of a note
3. Students will believe they are playing a rhythm right when actually they have played it incorrect from the start. Either in their home practice, or heard it from another student
4. Students do listen and mimic what other students do regardless of if that student is correct.

### **Essential Questions –**

1. How do musicians make creative decisions?
2. How do musicians improve the quality of their creative work?
3. When is creative work ready to share?
4. How do performers interpret musical works?
5. How do musicians improve the quality of their performance?
6. How do we judge the quality of musical work(s) and performance(s)?
7. How do musicians make meaningful connections to creating, performing, and responding?
8. How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

### **Instruction (Procedure)**

Lesson 1 – Introduction/Teaching the Warm Up.

- a. Warm –Up
  - Prayer
  - Vesuti – Students start on concert Bb and work their way down to Concert Ab
    - This was the first time some of these students played so we took our time learning it by rote
  - Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet. *(Explained the notes that students didn't know then worked on it in lessons)*
- b. Listened to all the pieces
  - Pachelbel's Christmas
  - Christmas Spirit
  - Charlie Brown's Christmas

Lesson 2 – Playing through the pieces

- a. Warm –Up
  - Prayer
  - Vesuti – Students start on concert Bb and work their way down to Concert Ab
  - Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.
- b. Christmas time with Charlie Brown
  - Had students sizzle the entire piece from beginning to end
  - Had students play the main melody at 9 to get them excited for the piece
- c. Pachelbel's Christmas
  - Had students sizzle the entire piece from beginning to end
  - Had students play the bass line to get a feel for how it goes
- d. Christmas Spirit
  - Had students sizzle the entire piece from the beginning to end
  - Had students play the melody at 9 to get a feel for what it sounds like

### Lesson 3 – Rhythm

- a. Warm –Up
  - Prayer
  - Vesuti – Students start on concert Bb and work their way down to Concert Ab
  - Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.
- b. Taught by rote measure 19 – 27
  - Call and response was used. Teacher sizzled the rhythm and students responded with the rhythm
  - Use lesson times to fix wrong notes and fingerings
- c. When 19-27 is correct we put it into context by starting at the beginning and ended at 27.
- d. Explaining the Layout
  - Asked the students what was unique about measures 9-19 and 27-40
  - The student’s response should be “It is the same melody
  - Explained to them that the melody at 41-75 is the tune of “Christmas Time Is Here”
  - Ask students to name the tune as I play at “Relaxed Swing” “O Chirstmas Tree”

### Lesson 4 – Christmas Spirit

- a. Warm –Up
  - Prayer
  - Vesuti – Students start on concert Bb and work their way down to Concert Ab
  - Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.
- b. Students Sizzled the piece
  - Listening for rhythm accuracy and clarity
- c. Percussion in the beginning
  - Worked on measures 1-9 and looking to perfect it. (Especially the snares and sleigh bells)
- d. Ritardando into 27
  - Model with my voice how I wanted the ritardando to work
  - Students play the part sung in hopes that it sounds the same

### Lesson 5 – Charlie Brown Christmas

- a. Warm –Up
  - Prayer
  - Vesuti – Students start on concert Bb and work their way down to Concert Ab
  - Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.
- b. Rehearsing 1-41
  - Focused on articulations and dynamics from the beginning
  - The melody is very simple so I must explain the importance of dynamics and reminded them of them
- c. Making Cuts.
  - We took out measures 41-45 (*Due to voicing issues*)
  - Explain to the students what will happen from the transition from the 4/4 time signature to the 3/4 time signature.
  - Model with voice what my aural expectation is

-Have students play to see if their sound matches my oral expectation

#### Lesson 6 – Pachelbel’s Christmas

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

b. Students sizzled the piece

- This allowed for the students to hear how their part fit in without playing

c. Written out part for saxophones

- Work on the beginning of the piece
- Starting the piece is the most challenging thing for this piece.
- Saxophones and clarinets I demonstrated their rhythm by playing a long side of them

d. Measure 13

- Worked on the timing of measure 13 because the flute and piano tended to rush

#### Lesson 7 – Review

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

b. Charlie Brown Christmas

- Rehearsing 1-41
- Remind students to Focus on articulations and dynamics from the beginning
- The melody is very simple so I re-explain the importance of dynamics and reminded them of them

c. . Percussion in the beginning of Christmas Spirit

- Work on measures 1-9 and looking to perfect it. (Especially the snares and sleigh bells)
- Reminded them of how the ritard needed to go before measure 27

#### Lesson 8 – Review

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

b. Students Sizzled Christmas Spirit

- Listening for rhythm accuracy and clarity

c. Percussion in the beginning of Christmas Spirit

- Worked on measures 1-9 and looking to perfect it. (Especially the snares and sleigh bells)

d. Ritardando into 27

- Model with my voice how I wanted the ritardando to work
- Students play the part sung in hopes that it sounds the same

#### Lesson 9 – New Material

##### a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

##### b. Charlie Brown Christmas

- Sizzled through 46-76
- Had the students play from 46-76 to assess where they were at in their home practice
- Remind the alto saxophones of their accidentals.
- Remind the students of their key signature and to be mindful of it!

#### Lesson 10 – Review

##### a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

##### b. Charlie Brown Christmas

- Sizzled through 46-76
- Had the students play from 46-76 to assess where they were from last rehearsal
- Remind the alto saxophones of their accidentals again and have students mark them in!
- Remind the students of their key signature and to be mindful of it!

#### Lesson 11 – New Material

##### a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

##### b. Christmas time with Charlie Brown

- Sizzled through relaxed swing
- Work only with the Flute section on their rhythm because it is challenging at measure 80 and 82
- Work only with the Flute section at 98 for rhythm
- Discuss with the Ensemble how to get back into Tempo I at measure 106

#### Lesson 12 – Review

##### a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

b. Christmas time with Charlie Brown

- Sizzled through relaxed swing
- Work only with the Flute section on their rhythm because it is challenging at measure 80 and 82
- Work only with the Flute section at 98 for rhythm
- Rehearsed getting into measure 106

c. Pachelbel's Christmas

- Sizzled measures 1-33 to see how it worked in the ensemble
- Played through measure 1-33
- Work on 29-33 (Rhythm in the Flute/Piano) – Have students call and response teacher sizzling

Lesson 13 – New Material

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

b. Christmas Spirit

- Students Sizzle Stately three to March Tempo (*Measures 29-46*)
- Ask the students what's the melody they need to be listening for? (*Answer: Oh Christmas Tree*)
- Once students understand then have them play through it.
- Remind the trumpets and clarinets of their Bb's! Also, Alto Saxophones must play F natural not F#
- Play from beginning to march tempo (*Measures 1-45*)

Lesson 14 – Review/New Material

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

b. Christmas Spirit

- Play from beginning to march tempo (*Measures 1-45*)
- Sizzle Measures 48-56
- Students play 48-56 (*Emphasis on DYNAMIC LEVEL*)
- Play from 1-56 (*Listen for accuracy in pitch and rhythm*)

c. Christmas Time With Charlie Brown

- Have students play beginning to Tempo One
- Ask students where have they seen measure 108 before? (*Answer: Measure 9*)
- Ask students is there a difference between the two (*Answer Yes: They are in different key signatures*)
- Have students play measure 108-122

Lesson 15 – Progress Forward

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

b. Christmas Time With Charlie Brown

- Rehearse measure 122 to the end
- Ask students where they have seen this rhythm before (*Answer: At the very beginning*)
- Have students sizzle through 122-End
- Have students sizzle 126-end until the articulation and rhythm are crisp
- Have students play 122-End
- Run through of the piece to show them the flow for the Christmas concert

Lesson 16 – Christmas Spirit and Pachelbel's Christmas

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

b. Christmas Spirit

- Sizzle 56-End
- Ask students what the melody is at rehearsal 56 (*Answer: Wish you a merry Christmas*)
- Ask Students what the melody is at 64 (*Answer: Tis The Season To Be Jolly*)
- Have students play 56-End
- Run Through of the Piece

c. Pachelbel's Christmas

- Have students do a run through to see if they can get through it and assess what I need to do for next lesson.

Lesson 17

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

Lesson 18 – Pachelbel's Christmas

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.

b. 37-End

- Work on the rhythm in the trumpet section at 37.
- Sizzle broadly to see how We Wish You A Merry Christmas is dragged out.

Lesson 19 – Run Through

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.
- Tune



Running the Christmas Concert in Order from start to finish

1. Christmas Spirit
2. Pachelbel's Christmas
3. Charlie Brown's Christmas

b. Comments

-After each selection comments will be made by the director as to what needs to be improved on for the next rehearsal

Lesson 20 – Fixing from last rehearsal

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.
- Tune

b. Corrections

-Based on previous rehearsal, we will work on the sections that needed the most work

c. Run Through

Running the Christmas Concert in Order from start to finish

1. Christmas Spirit
2. Pachelbel's Christmas
3. Charlie Brown's Christmas

Lesson 21 –

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.
- Vesuti
- Tune

b. Pachelbel's Christmas

-Run through to get them familiar with the length

c. Christmas Time with Charlie Brown

- Measure 58 (Trumpets) Fixing Pitches.
- Have the trumpets play the four measures
- Teacher will play parts for them on Clarinet
- Each student will play a long side teacher
- Put the parts into context, have students play from measure 19
- Measure 122-End – Working on confidence in rhythm and last two notes being crisp and accurate
- Have students sizzle the rhythms they have at a Mezzo Forte Dynamic then play.

d. Christmas Spirit

- 56 to the end – Have students sizzle the rhythm
- 64 to the end, have students sizzle then play at a mezzo forte dynamic
- Have trombones demonstrate rhythm and pitches then sax, fl., Cl., followed by piano and then percussion.
- Remind percussionists they don't play until the last measure
- Then play 56-End to put the rhythm in context

-If there is time remaining run the piece from start to finish

#### Lesson 22 – Spot Check

##### a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.
- Tune

##### b. Christmas Time with Charlie Brown

- Relaxed Swing (Starting It)
- Getting into Stately Three
- Measure 122 (Repeat of the beginning)

##### c. Pachelbel’s Christmas

- Measure 33 (Good King Wencelas)
- Measure

##### d. Christmas Spirit

#### Lesson 23 – Practice as you perform

##### a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.
- Tune

##### b. Run Through

Running the Christmas Concert in Order from start to finish

1. Christmas Spirit
2. Pachabels Chrsitmas
3. Charlie Browns Christmas

#### Lesson 24 –Practice as you Perform

##### a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.
- Tune

##### b. Run Through

Running the Christmas Concert in Order from start to finish

1. Christmas Spirit
2. Pachabels Chrsitmas
3. Charlie Browns Christmas

Lesson 25 – Practice as you Perform

a. Warm –Up

- Prayer
- Vesuti – Students start on concert Bb and work their way down to Concert Ab
- Concert Bb Scale – Students play their concert B-Flat scale in a pattern provided for them on a scale sheet.
- Tune

b. Run Through

Running the Christmas Concert in Order from start to finish

1. Christmas Spirit
2. Pachabels Chrsitmas
3. Charlie Browns Christmas

## **Christmas With The Cadets**