

I) Lesson Preparation

A) Learner Goals and Expectations

- 2a.; 2b.
- 6a.
- 7a.; 7b.
- 8b.

B) Learner Core Concepts

◆ Balance and Blend

C) Subject: Band Topic: Balance and Blend Grade: Sixth

D) Number of Students: 35 Number of Students with IEP: none

E) Instructional Objective: Students will demonstrate an understanding of the concepts of balance and blend through performance and analytical responses. Students will relate the balance and blend associated with music to that associated with other arts.

F) Materials Needed:

- Instruments, music, handout, pencil
- Recording equipment: mini-disk, video-tape, sound system
- Chicago Symphony Orchestra – Mozart Symphony 40 (recording)
- Posters of scientific, mathematical, artistic examples of balance and blend
- White erase board and markers

G) Cited References and Resources: Teaching Band and Orchestra – Lynn Cooper

II) Lesson Procedural Outline (Procedural Task Analysis – Expository Teaching)

A) Step One: Lesson Initiation

i) Advance Organizer: “Balance and Blend” will be written on the board as students enter the room, while a recording of Mozart’s Symphony #40 will be playing through the sound system.

- Date: May 4
- Course News (written on the board): Spring Concert – May 16; Jazz Band Concert – May 11; Summer Jamboree - May 23
- Rehearsal Order: Warm-up #7; Nottingham Castle
- For Next Class: Practice Log; homework assignment; Jamboree RSVP and money

ii) Beginning Review (Warm-up): #7 from Chorale Collection

iii) Establish Lesson Purpose: Balance and Blend are two very important ideas that are needed for a band to perform at a professional level. Today we will learn what Balance and Blend are as all of us participate and demonstrate proper and improper uses of these ideas. Continual progress with these musical ideas will help us grow as musicians and develop as an ensemble.

B) Step Two: Learning Experience

i) Identify Concepts (direct questions so students find answer):

- Balance – proportions of sound
- Blend – a voice’s interaction with another voice in sense of style, timbre, intonation, dynamics

- ii) Guided Application:*
 - Discuss importance of balance and blend: scientifically, mathematically, artistically
 - Have a group of students play different melodies from selection and director will purposely not blend
 - Sections of ensemble will perform different sections of piece and director will instruct some groups to play louder or softer and other students will analyze performance and have directed feedback
 - Ensemble will perform sections with provided instruction, so performance can be recorded; students will analyze playback
 - iii) Independent Application*
 - Students will fill in the handout provided with the pyramid
- C) Step Three: Lesson Closure
- i) Ending Review:*
 - Perform and record musical selection, and possible more restricted sections
 - Review pyramid
 - Review importance of balance and blend
 - ii) Teaching Review:*
 - Self-reflection of class
 - Describe high points and low points of lesson
 - Ideas for improvement or adaptation
 - Review recordings and take notes on teaching
- III) Assessment**
- A) Grade recording of performance for concepts learned
 - B) Homework assignment – Discuss balance and blend, and the relationship that music has with another art form (dance, sculpture, architecture, painting, writing, drama) (8)
 - C) Homework – listen to today’s recording and pick a section in the music; discuss balance and blend within that section
 - D) Explain the pyramid of balance in a creative way (use a metaphor)