

High School Band Rehearsal

Lesson Plan for Grades 9-12, Concert Band

Prepared by Braden Lefevre

PURPOSE

This lesson aims to engage students in foundational routines and procedures, practice a group warmup targeting fundamental skills, and, train intonation, tone production, and style, within the context of rehearsing the first third of John Mackey's *Xerxes*.

OBJECTIVES

1. Practice structured and self-sustaining entry, warm-up, and exit procedures.
2. Practice characteristic tone production and careful listening.
3. Build technique and range through scales and lip slurs.
4. Build rhythmic, stylistic, and tonal proficiency through group rehearsal.

MATERIALS NEEDED

1. Instrument in good repair
2. Playing Materials (Reeds, mouthpiece, valve oil, etc.)
3. Music & Folder
4. Pencil
5. Tuner & Hookup

OVERVIEW

1. **Room Entry, Instrument Assembly, & Individual Warmup**
(Procedure in place from First Day of Class)
 - a. Students cease casual conversation before entering the band hall. Any food or drink besides water is left outside. Phones and other smart devices are silenced and put away.
 - b. The band director greets students as they enter. The rehearsal plan and

any necessary announcements are posted on the board or projector for students to view.

- c. Upon entry, students enter a rehearsal mindset and place their belongings neatly in the back of the room, out of the way.
- d. Students quickly and quietly retrieve their rehearsal materials, find their seats, and assemble their instruments.
- e. Students may engage in a responsible and intelligent individual warmup until the band director begins the group warmup.
- f. Rehearsal begins exactly one minute after the bell rings to accommodate students with a substantial travel distance from the previous class.

2. Concert Band Warmup (Approximately Ten Minutes)

- a. Concert F Descending at 60 Beats Per Minute
- b. Lip Slurs/Tone Study Exercise (Varies based on Time of Year)
- c. Scales (Goal is 12 Major Scales & Full Range Chromatic)
- d. Group Tuning
- e. Bach Chorale

3. Repertoire Rehearsal on *Xerxes*, John Mackey (Approximately 40 Minutes)

- a. Read through the first third of the piece.
- b. Count *Xerxes Rhythm Sheet* lines that correspond with the first third of the piece.
- c. Return to the beginning of the piece. Have motor part play, listening for rhythm and style.
- d. “I play, you play” with motor part to match style and pitch if necessary. (Practice on one pitch and singing style as needed.)
- e. Add percussion to motor part.
- f. Rehearse beginning to Letter A. Address style, rhythm, and pitch concerns as needed.
- g. Rehearse melody (oboe, trumpet, horn, euphonium) at Letter A. Have trumpets play down the octave to establish pitch.
- h. Demonstrate Letter A melody style as necessary
- i. Play along with Letter A melody parts with midi-stick or keyboard to work tuning. Target specific pitches as needed. Have trumpets play as written.
- j. Rehearse Letter A with the full ensemble
- k. Return to beginning and run to Letter C.
- l. Rehearse slurred quarter note melody at letter C by following the line. (Demonstrate connected style and play with keyboard/midi stick as needed. Hold pitches to tune as needed.)

- m. Play Letter C to D with full band. Listen and correct for style, tuning, and dynamics.
 - n. Play D to E with woodwinds only. Model style as needed and use midi stick/keyboard to tune.
 - o. Add Brass in from Letter D to E, ensuring woodwinds prevail.
 - p. Run and record *Xerxes* from Beginning through Letter E.
4. **Class Conclusion**
- a. Band Director makes necessary announcements and dismisses students.
 - b. Students pack up their instruments
 - c. Students push down and move forward stand.
 - d. Students store their instruments in their lockers, gather their things, and exit the band hall.
 - e. Band director stands at exit of the band hall and bids students farewell as they leave.

TEKS

- 1(A) Evaluate exemplary musical examples using technology and available live performances;
- 1(B) Analyze advanced musical textures while using a melodic reading system;
- 1(C) Analyze concepts of music notation, intervals, and chord structure using appropriate terminology;
- 1(D) Analyze concepts of rhythm and meter using appropriate terminology and counting system;
- 1(E) Analyze musical forms in music selected for performance and listening;
- 1(F) Analyze concepts of balance and blend using appropriate terminology;
- 1(H) Analyze concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance
- 2(A) Read and notate music that incorporates advanced melodies and rhythms; and
- 2(B) Interpret music symbols and expressive terms.
- 3(A) Demonstrate mature, characteristic sound appropriate for the genre;
- 3(B) Analyze and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
- 3(C) Demonstrate rhythmic accuracy using complex patterns at an appropriate

tempo;

- 3(D) Demonstrate observance of key signatures and modalities;
- 3(E) Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and
- 3(F) Create and notate or record original musical phrases at an increasing level of difficulty.