

EIGHT BUILDING BLOCKS TO EFFECTIVE LESSON PLANS
Using the BandQuest CD-ROM

MODULE

CD-ROM BUTTON

1. Introducing the Piece Play
A Model of High Quality Performance
Before rehearsing the piece for the first time, students can listen to a performance of *Hambone* by the University of Minnesota Wind Ensemble, either by playing the selection in a CD player, or by clicking the “Play” button on the control panel while running the CD-ROM program on a computer. If the computer is wired to a video monitor, the whole class can watch the performance.
2. Teaching the Piece Teacher’s Guide: Syncopated Rhythm Warm-Up
Rehearsing the Piece through Group Instruction
Print out the Syncopated Rhythm Warm-Up sheets and apply them to warm-up scales to develop the student’s abilities to read the rhythms contained in *Hambone* accurately. The suggested Musical Style Warm-Up in the Teacher’s Guide can be used during other rehearsals to enable students to perform *Hambone* with a stylistically appropriate musical interpretation.
3. Modifying Instruction for Individual Students Skill Builders: Rhythm Practice
Individualized Drill of Specific Knowledge and Technique
If particular students find reading rhythms to be challenging, they can be assigned to practice the Rhythm Drills in the Skill Builders file. Students can also use the digital version of *Hambone* to practice their part alone, with the entire band, or with the band minus their part.
4. Using the Piece to Teach Musical Concepts Teacher’s Guide: Teaching Strategies
The Teaching Strategies file (in the Teacher’s Guide) provides a list of musical elements contained within *Hambone*. The table identifies specific measures where the concept is illustrated. The director may select a different concept for each rehearsal. Examples from *Hambone* that include the concept can be compared with examples that do not. Students may be asked to identify measures in other musical examples where the concept is used. By the time the rehearsal process is completed, students will be able to perform the piece well and demonstrate how the concepts they have learned can be applied to other pieces of music.
5. Learning about Context Composer’s Bio, Program Notes, Guided Listening
Enhancing an Understanding of the Music Being Performed
As a class or individually, students may access the composer’s biography, program notes, and the guided listening to learn what influenced the composer to create the piece, the form of the piece, how the piece relates to other historical examples with a similar structure or context, and the composer’s background and training. Students can use this information to create their own program notes for *Hambone* or as a guide for researching program notes for other compositions they perform.

6. Nurturing Creativity: Making Aesthetic Choices Create: Orchestration Activity
Students can re-orchestrate *Hambone* by choosing different combinations of instruments and then describing why they selected particular sounds. They can enter their selections and use the software to play their new orchestration for the class. .

7. Connect Music with Other Disciplines Around The World
Geography is explored through locating the origins of the musical inspirations for *Hambone* on a world map. Students learn to appreciate the diversity of cultural influences that affect the creation of a piece of music. Students can also identify other pieces of music that draw upon musical styles and cultural influences from diverse places and peoples, and create their own “inspirations map”.

8. Assessing Student Achievement Games

Students may assess their own knowledge of concepts taught by playing the games to see how well they identify rhythms and define terms. Their scores can be printed and turned in as documentation. Teachers can also use the questions from the game section to construct their own quizzes. Students can use the games and rhythm drills on the CD-ROM to prepare.

Concluding Thoughts

The interactive nature of the CD-ROM program is an enticing way to motivate students.

In band rehearsals, students shouldn't just learn pieces of music they are rehearsing. They should use the pieces of music they are rehearsing to learn about music.

In many band programs, teachers are not able to provide instruction through lessons. Documenting achievement and assigning a grade based on the large group rehearsal is a challenge. Using the CD-ROM program provided with the *BandQuest* pieces can help generate student products that can be assessed (e.g., print out of score earned on games, an ensemble piece composed by experimenting with syncopated rhythms, program notes, a tape of individual performance with the computer playing the other parts).