

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

MODULE	CD-ROM BUTTON
<p>1. Introducing the Piece <i>A Model of High Quality Performance</i> Before rehearsing the piece for the first time, students can listen to a performance of <i>A+</i> 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.</p>	Play
<p>2. Teaching the Piece <i>Rehearsing the Piece through Group Instruction</i> Print out the Rhythm Drill sheets and apply them to warm-up scales to develop the students’ abilities to read the rhythms contained in <i>A+</i> accurately. The suggested articulation warm-up in the Teacher’s Guide could be used during other rehearsals to enable students to perform accents, and marcato and staccato articulations convincingly.</p>	Teacher’s Guide: Rhythm Drill
<p>3. Modifying Instruction for Individual Students <i>Individualized Drill of Specific Knowledge and Technique</i> If particular students find reading rhythms to be challenging, they can be assigned to spend time practicing the Rhythm Drills in the Skill Builders file. Students can also use the digital version of <i>A+</i> to practice their part alone, with the entire band, or with the band minus their part.</p>	Skill Builders: Rhythm Drill
<p>4. Using the Piece to Teach Musical Concepts The Teaching Strategies file under the Teacher’s Guide button provides a list of musical elements contained within <i>A+</i>. The table identifies specific measures where the concept is illustrated. The director may select a different concept for each rehearsal. Examples from <i>A+</i> 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.</p>	Teacher’s Guide: Teaching Strategies
<p>5. Learning about Context <i>Enhancing an Understanding of the Music Being Performed</i> 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 <i>A+</i> or as a guide for researching program notes for other compositions they perform.</p>	Composer’s Bio, Program Notes, Guided Listening

6. Nurturing Creativity: Making Aesthetic Choices Create: Orchestration Activity  
Students can re-orchestrate *A+* by choosing different combinations of instruments and then describing why they selected particular sounds. Students can enter their selections and use the software to play their new orchestration for the class. Other activities might include having the students experiment with the Pentatonic Looping activity to try various combinations of pitches and then writing a duet for their instrument using what they have learned. (How many students have studied an instrument for years, but have never written one note of music?)
7. Connect Music with Other Disciplines Math Connections  
Using the formulas provided in the Math Connections file, students can assess their own performances of lesson materials, band pieces or other musical selections by calculating their percentage of error based on the number of mistakes made in performance. The teacher may select an excerpt from the piece, listen to a section of the band play the excerpt, identify the number of errors the teacher heard, and then have the students calculate the percentage of error. An excerpt is suggested so that the number of notes and rests may easily be counted and the percentages calculated.
8. Assessing Student Achievement Skill Builders: Play With Your Part and Games  
Students may assess their own knowledge of concepts taught by playing the games to see how well they identify rhythms, define terms and aurally identify preludes and marches. Their scores can be printed out and turned in to the teacher for 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. Teachers can assess individual performances by setting up a tape recorder next to the computer and having students perform and record a selected section of *A+* at the same time the other parts of the work are played by the computer.

### Concluding Thoughts

The interactive nature of the CD-ROM program is a great motivator for 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 band programs where the teacher does not have the luxury of working with students in lessons and only have contact with students in large group rehearsals, determining a grade based on individual achievement and documenting that achievement is challenging. Using the CD-ROM program provided with the *BandQuest* pieces can help generate student products that contribute to determining a grade. (e.g. print out of score earned on games, a duet composed by experimenting with pentatonic scales, program notes, a tape of individual performance with the computer playing the other parts).

Subsequent pieces published for *BandQuest* will have additional activities that can be used, not only for that specific piece, but for any music being rehearsed.