

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>Spring Festival</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 Drills and apply them to warm-up scales to develop the students’ abilities to read the rhythms contained in <i>Spring Festival</i> accurately. The Trill Drills and Mordent Drills can be used during large group instruction or assigned to individual students to address the technical challenges in <i>Spring Festival</i>.</p>	Teacher’s Guide: Rhythm Drills
<p>3. Modifying Instruction for Individual Students <i>Individualized Drill of Specific Knowledge and Technique</i> If particular students find reading rhythms a challenge, assign practice with the Rhythm Drills in the Skill Builders file to enhance their ability to count and perform their parts. Students can also use the digital version of <i>Spring Festival</i> to practice their part alone, with the entire band, or with the band minus their part.</p>	Skill Builders: Rhythm Practice
<p>4. Using the Piece to Teach Musical Concepts The Teaching Strategies file (in the Teacher’s Guide) provides a list of musical elements contained within <i>Spring Festival</i>. The table identifies specific measures where the concept is illustrated. The director may select a different concept for each rehearsal. Examples from <i>Spring Festival</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>Spring Festival</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 Orchestration Activity
Students can re-orchestrate *Spring Festival* 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 Math Connections
Students learn about the Golden Section theory used as the basis for the form of *Spring Festival*. They explore applications of the Golden Mean in a variety of contexts. Students can also find additional examples of musical works that are based on the celebrations of holidays or festivals, and study how the composer has incorporated cultural themes and musical ideas into these works.

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).