

United Sound Introductory Lesson Plans

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: **Chapter Presidents should be running the chapter meetings from the very beginning. The** :
: **Music Director and Special Ed teachers should both be walking around the room to support** :
: **the president, new musicians, and peer mentors as needed.** :
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Please note that these plans are provided as a guide and are entirely optional. Feel free to use all, part, or none of these plans.

After the first few weeks, you should have a feel for your own chapter and will find the balance between small group and whole-group activities.

MATERIALS:

- You will need to make copies of 'Find Someone Who...' **ahead of time for Week 1**
- Posterboard – 1 posterboard for **each** New Musician group; have your Mentors take care of getting the posterboard *before your first meeting with New Musicians*
- Markers and poster-making supplies (for Week 2)
- “You Are Part of the Band/Orchestra” Certificates ***need to have names printed*** for your **Week 2 rehearsal**
- **Beach Ball** with various questions pre-written on the ball (for Week 4)

**Feel free to send your own suggestions, games, or changes for our chapters to utilize next year! Email your ideas to tiffany@unitedsound.org.*

















Week 1 Objective: Let the Relationship Building Begin!

Make sure your classroom is prepared. Chairs and stands should be set up in groups of four around the room. Extra chairs and stands should be removed before New Musicians arrive. Create an orderly environment so that everyone feels safe and secure, not crowded and disorganized.

- **Notice that the New Musician Method Books are NOT handed out during week 1.**

5 min	Welcome everyone!	Break your Mentors and New Musicians into their groups of four and have them start learning names. (Leave instruments in cases.)
10 min	Ice Breaking Game: Find Someone Who <i>(Make copies of the 'Find Someone Who' board ahead of time - make enough copies so that everyone has one, not just one per group)</i>	*Prep your Mentors during training time for this game.* Make sure New Musicians are not left on their own to ask questions unless they feel comfortable doing it by themselves. Specifically, encourage New Musicians to be "signers." Smile, be patient, and have fun. Give basic instructions: <ol style="list-style-type: none"> 1. Stay with your group as you move around the room and interact with other groups. 2. This is not a race 3. When you "find someone who," they write their name in the box of your sheet. 4. No one person can sign your form more than once 5. No one can announce to the room that they can sign a particular box.
5 min	Director leads Flash Cards – WHOLE group	<ol style="list-style-type: none"> 1. Have students return to seats, facing the director. 2. Demonstrate each flashcard. Move slowly, give lots of wait (thinking) time. You are demonstrating pacing to your Mentors and rhythms to your New Musicians 3. Next, introduce the "Rhythm Pick" game
	Rhythm Pick Game	Say, "I'm going to place two different rhythms on the board (or on two music stands). Then I'm going to say one of them out loud. All you have to do is pick which one I just did." * Depending on your group, this can be as simple as Soup on one side and Cake on the other side. <ul style="list-style-type: none"> • Create a situation they can't help but WIN. For a shy New Musician (many are - this is intimidating) you want all the first thoughts to be, "this is sooooo easy." Make it more challenging as you see success.
5 min	Mentors lead Flash Cards in small groups	Mentors in each group should continue with what you just demonstrated.
12 min	Getting Out Instruments: Mentor-led , in small groups	<ol style="list-style-type: none"> 1. Opening the case the right way 2. Talk about parts of the instrument 3. Discuss appropriate handling 4. Learn how to assemble the instrument 5. Start to make the first noises!
3 min	Closing Activity Director leads	Music director leads everyone in making sounds together. Begin to watch the conductor for START & STOP cutoffs and point this out to New Musicians.
5 min	Put Away, Mentors Teach	<ol style="list-style-type: none"> 1. How to take apart and store the new musician's instrument 2. Where to store the instrument

Find Someone Who...

<p>Is wearing a ring</p> 	<p>Has <u>more than one</u> pet</p> 	<p>Is wearing purple right now</p> 	<p>Is older than 25!</p> 
<p>Was born in the same month as you</p> 	<p>Favorite subject is math</p> 	<p>Doesn't like fish</p> 	<p>Has <u>never</u> flown in an airplane</p> 
<p>Never seen a Harry Potter movie</p> 	<p>Is wearing a belt</p> 	<p>As the same eye color as you</p> 	<p>Likes popsicles</p> 
<p>Went on a summer vacation</p> 	<p>Plays on a sports team</p> 	<p>Has a father named Mike</p> 	<p>Read a book over the summer</p> 

Week 2 Objective: Building Relationships & Making Connections

Make sure your classroom is prepared. Chairs and stands should be set up in groups of four around the room. Extra chairs and stands should be removed before New Musicians arrive. Create an orderly environment so that everyone feels safe and secure, not crowded and disorganized.

3 min	Welcome back!	<p>Each group of 4 should start off with a name refresher! It might take some time & practice for New Musicians to remember everybody's names.</p> <p>Next, chat it up! Discuss your week with school and whatever else is fun. Encourage your New Musician to share also.</p>
15 min	<p>United Sound Posters <i>(1/2 of this activity, they will finish it next week)</i></p>	<p>Each group will make ONE poster representing themselves as a united whole.</p> <p>What unites us – as a small group – in addition to the sounds we make? What do we all have in common? (Doesn't have to be instrument specific. What does everyone in the group have in common or all like? Include everyone's name on the posters.)</p> <p><i>*This is an extension of "Find Someone Who"- feel free to pull out your copies from last week to look for similarities if that helps!</i></p>
5 min	<p>Flash Cards: Mentor-led in small groups</p>	<p>Review the flashcard rhythms practiced last week.</p> <p>Try placing more than two rhythms on a music stand this week. Then, say a rhythm out loud and have new musicians pick which one you did.</p> <p>Create a WINNING environment for the new musician. Remember, you want all the first thoughts to be, "this is soooooo easy." Only make it more challenging if you are seeing multiple successes.</p>
5 min	<p>Method Book Distribution: Mentor-led in small groups</p>	<p>Pass out books to each group – YAY!!</p> <ol style="list-style-type: none"> 1. Take time to look through the book, discuss the pictures, talk about the parts of the instrument. 2. Write New Musicians' names on their book. 3. Notice the foods from the Flash Cards are in the books too. 4. Practice saying rhythms from the book. (pgs. 4-5 in method book)
10 min	<p>EVERYONE Takes Out Instruments: Mentor-led in small groups</p>	<ol style="list-style-type: none"> 1. Opening the case the right way 2. Talk about parts of the instrument (pg. 2 in method book) 3. Discuss appropriate care (pg. 3 in method book) 4. Learn how to assemble the instrument 5. Make noises, get a sound on the instrument <p>(Advanced students might be starting to play flashcards rhythms on the instrument. but most will not.)</p>
4 min	<p>Closing Activity: Whole Group</p>	<p>Present everyone with Welcome to the Band/Orchestra Certificates! Congratulate New Musicians for being committed and coming back a second time.</p> <p>Now they are REALLY IN the band/orchestra! CELEBRATE with high energy and have fun!!!</p>
3 min	Put Away: Mentors Teach	<ol style="list-style-type: none"> 1. How to take apart instrument correctly 2. Where to store the instrument

Week 3 Objective: Solidifying New Relationships & Playing Rhythms

Make sure your classroom is prepared. Chairs and stands should be set up in groups of four around the room. Extra chairs and stands should be removed before New Musicians arrive. Create an orderly environment so that everyone feels safe and secure, not crowded and disorganized.

3 min	Welcome	Take time to reintroduce everyone's names (within the group of 4). Take time to practice saying each other's names until everyone knows everyone's name. Feel free to chat about your week and school stuff once names are memorized.
15 min	United Sound Posters <i>(Complete posters during this time)</i>	Get out last week's posters - " <i>What unites us – as a small group – <u>in addition to the sounds we make?</u></i> " Decide ahead of time what will happen to the posters. Can they hang in the Music room? Hallways? Front office? Library? Cafeteria? District Office? <i>(They don't all have to be displayed together but they should all be displayed somewhere people can see them!)</i>
5 min	Flash Cards: Mentor-led in small groups	Review the flashcard rhythms practiced last week (<i>from pages 4-5 in books</i>). Try placing multiple rhythms on a music stand this week. Then, say a rhythm out loud and have new musicians pick which one you did. <i>*If the new musician is ready for a challenge, have a peer mentor play one of the rhythms on an instrument instead of saying it. Make it fun and remember to celebrate successes!</i>
10 min	Become a Rhythm Game & Poster Sharing: Director Led	Every person in a group chooses their favorite rhythm (<i>food</i>) and picks up that card. The group should then choose the order in which they should stand. Taking turns, each group comes to the front of the room, holding their chosen card in front of them. (The four students become a measure, of sorts.) The rest of the room gets to say the rhythm out loud. While that group is still in front, they will also show their US poster and share with everyone what Unites them as an individual group.
10 min	EVERYONE Takes Out Instruments: Mentor-led in small groups	<ol style="list-style-type: none"> 1. Opening the case the right way 2. Review the parts of the instrument 3. Re-teach and discuss appropriate care 4. Offer supports in assembling the instrument 5. Make noises, get a sound on the instrument 6. Start to play flashcards rhythms on the instrument. *Some groups may start to move into pages 6-9 of the method book.
2 min	Put Away: Mentors review	<ol style="list-style-type: none"> 1. How to take apart instrument correctly 2. Where to store the instrument

HELPFUL HINTS for Future Weeks:

- **Make a plan** for each week with your co-president, even if it's a rough plan. *Meetings will run much smoother this way.*
- Incorporate a **United Sound Activity** (from your Activity Box) each week to encourage fun, non-instrument, and social engagement time for either the whole chapter or for individual groups to enjoy together.
- **Allow for a 5-minute break** somewhere around the middle of rehearsal; encourage socializing with other groups, getting water, or going to the bathroom.

Week 4 Objective: Building Closer Relationships & Playing Rhythms

Make sure your classroom is prepared. Chairs and stands should be set up in groups of four around the room. Extra chairs and stands should be removed before New Musicians arrive. Create an orderly environment so that everyone feels safe and secure, not crowded and disorganized.

CONSIDER projecting the day's agenda or some type of outline onto a screen for everyone to see what to expect from rehearsal.

NOTICE that the first 15 minutes today is relationship building only (no books & no instruments yet). Remember, United Sound is more than the music we play together!

10-15 min	Welcome to all & Hey, About My Name <i>Mentor-led</i> in small groups	Individual groups should greet one another as they enter. Check-in to see if everyone knows each other's names. Next, each group member should talk about their own name. Some ideas to talk about are shown here. <i>* Hey, About My Name: Does anyone have a nickname or use a shortened version of their real name? What does your family call you? Does anyone's name rhyme with something or have a special meaning? Do you like your name? What do you like or dislike about it?</i>
	"Beach Ball Pass" Activity <i>Whole-group</i>	Pass a beach ball covered in questions. Whatever question is facing you when you catch the ball, that's the question you answer. You could also play this by playing music while you pass the ball. When the music stops, the person holding the ball answers the question. <i>* Examples of questions to write on the ball: What is your favorite . . . (fill in the blank) What kind of music do you like? Do you have any pets?</i>
5 min	BREAK	<i>BREAK time – Set a timer, flicker lights when 4 minutes is up, and make an announcement time's almost up!</i> Let everyone know that when they return, they should come back ready to focus on some MUSIC!
5 min	EVERYONE Takes Out Instruments: <i>Mentor-led</i> in small groups	Ask the new musician if they think they're ready to open the case, tell the parts of the instrument and how to care for it correctly, and then assemble it on their own yet. • Listen, watch, re-teach, and offer support for them as needed.
10 min	Rhythms & Flash Cards <i>from Method Books</i>	Use the new musician's method book to practice rhythms and flashcards from pages 5-9.
5 min	Watch Us Show-Off	Give each group time to 'show-off' what they learned or practiced today. This should be a fun and rewarding experience for each group. Start by giving everyone a full minute to prepare what they want to show off and then randomly call each group to perform what they practiced today. Be sure to praise and celebrate each group's hard work!
2 min	Put Away: <i>Mentors review</i>	Ask the new musician if they can show you how to correctly take apart their instrument correctly and remember where to store it. Let them take the lead if they're ready. Offer them help if they need it - don't let them struggle!

*Moving Forward: With four weeks of Ice-Breaking behind you now, we hope that everyone is comfortable. 😊

Remember: Start each rehearsal with a warm welcome and then move to flashcards for review. Alternate between president-led, mentor-led, and occasional director-led activities. In general, try to "change it up" every 10 minutes or so.

Lesson Plan Template

Do you have any goals or objectives for this week's chapter meeting?

3-5 min	Welcome	<i>Mentors and Musicians get in groups Call the meeting to order with attendance and an overview of the day's agenda.</i>
5 min	Starting Activity	
10 min		
5 min	BREAK	<i>BREAK time – Does anyone need a bathroom break or a drink – or even just a walk outside for some fresh air really quick? GO FOR IT!</i>
5 min		
10 min		
3-5 min	<i>Put Away Instruments; Reminders & Goodbyes</i>	