

Lesson Plan

Tone, Balance, and Blend

Summary

1. Subject(s): Tone, Balance, and Blend
2. Topic or Unit of Study: Tone
3. Grade/Level: 9th grade band
4. Objective: Students will be able to play and recognize good tone, balance, and blend
5. Time Allotment: 3-4 minutes

Implementation

Procedure

*PUT BOX LINK IN CHAT BEFORE BEGINNING THE LESSON

- a. Anticipatory Set
 - “Hello my friends, everyone please hum with me on this pitch” (play concert b flat)
- b. Direct Instruction
 - “To my ears, we had some individuals sticking out, try to make the most beautiful sound possible and mesh your voices together so we sound like one”
 - Repeat the note, then do it again
 - “That sounded much better, now I want to add a little more musicality to it. For those of you online, you can look at the video as I share my screen or you can open the link in the chat and open the file in the drop box. It is a little hard to see all of the dynamics in the video since finale shows all of the dynamics and slurs in red, so the drop box has a pdf version of the same music you can follow along.”
 - “This version is in concert pitch, everyone should still be humming a concert B flat. Let's read through the exercise, Make musical decisions and stagger breathe”
 - Play the video. Have students hum along.
- c. Check for Understanding
 - “*person in class* did we make the most resonant beautiful sound possible when we sang loud?”
 - No

- “*different person in class* What about when we were singing softly?”
 - No
 - “Let’s do it again, this time, blend our voices together, balance to the low voices which means we need to hear less of the higher voices, and hum with your most resonant and beautiful sound possible”
 - Play video, hum along.
- e. Independent Practice
- “That sounded beautiful, now let’s see if we can do it one more time without the recording helping us match pitch. My friends on zoom, hum or sing along to and imagine how your voice would fit into the ensemble that we have in the classroom”
- f. Closing
- I liked your tone and blend in that last hum through my musicians! I could tell that you opened your ears and really listened to one another to make sure that we were as a unit.

Materials & Resources

- a. Instructional Materials:

LINKS:

<https://app.box.com/s/9yqlqkr1boffh74qfcm821awbyktd9e9>

<https://youtu.be/qrSllenMgHU>

- Piano
- computer/internet/camera/microphone

Assessment

Students are assessed in their understanding of and ability to produce a good tone, balance within the ensemble, and blend their voices with their peers during the independent playing of the excerpt (under “Independent practice”).

2 Tone Exercise 2

♩ = 90

Repeat Exercise through Circle of 5ths

9

Fl. *mf* *ff* *p*

Ob. *mf* *ff* *p*

B \flat Cl. *mf* *ff* *p*

B. Cl. *mf* *ff* *p*

A. Sx. *mf* *ff* *p*

T. Sx. *mf* *ff* *p*

B. Sx. *mf* *ff* *p*

Bsn. *mf* *ff* *p*

Hn. *mf* *ff* *p*

B \flat Tpt. *mf* *ff* *p*

Tbn. *mf* *ff* *p*

Bar. *mf* *ff* *p*

Bar. *mf* *ff* *p*

Tuba *mf* *ff* *p*

Timp. *mf* *ff* *p*

Xyl. *mf* *ff* *p*

Vib. *mf* *ff* *p*

Mrb. *mf* *ff* *p*

S.Dr. *mf* *ff* *p*