

SUBSTITUTE LESSON

Technology
needed

Emergency Plan

#1

*50 min

*No music
experience
necessary!

for Band

This lesson includes:
Substitute instructions-
Links to 5 quality videos (4-6 min ea.)
Follow along student guide with
multiple choice and fill in the
blank.

Student
Engagement
= Great
Sub Report!

Substitute Instructions

As the students enter please tell them they will only need a pen/pencil and a hard surface to write on today. NO instruments. Please have students sit in their normal seats. Take attendance.

Pass out worksheets (1 minute)

Please give each child a copy of the “What I Learned in Band Today” worksheets. Please have them put their names on them and tell them that we WILL be looking at them when we return. We expect thoughtful and engaged answers.

FOR VIDEOS: All hyperlinks should work properly in this PDF. However, if for any reason the links below are not working or if you are using a printed copy of this sub plan, please visit www.BandDirectorsTalkShop.com and search “Band Substitute Lesson Plan.” (Be sure you choose the **BAND** one and not the Beginning Band one.) Use links from the article. You should be able to get the next video ready to go as they complete their questions/worksheet.

Show video #1- [How to Read Music](#) (6 minutes)

Answer Video #1 Questions (2-3 minutes)

Show Video #2- [How Brass Instruments Work](#) (4 minutes)

Answer Video #2 Questions (2-3 minutes)

Show Video #3- [How Playing an Instrument Benefits Your Brain](#) (5 minutes)

Answer Video #3 Questions (2-3 minutes)

Show Video #4- [A Different Way to Visualize Rhythm](#) (5 minutes)

Answer Video #4 Questions (2-3 minutes)

Show Video #5- [A-rhythm-etic- The Math Behind the Beats](#) (6 minutes)

Answer Video #5 Questions (2-3 minutes)

Allow students to get in groups of 4 to create their own rhythms depending on how well they are acting. If they cannot handle free group work (your call) simply continue on to the optional portion (below).

Time Permitting Optional Video (It’s fine if they get to watch part/all of it but not complete.)

ADDITIONAL OPTIONAL Video #6- [Music and Math: The Genius of Beethoven](#) (4 min)

Answer Video #6 Questions (2-3 minutes)

WHEN THE BELL RINGS- Please collect papers as the students are leaving.

Name: _____

Video #1- How to Read Music

- 1.) The left/right axis on a staff tells a performer:
a.) The rhythm b.) The beat
c.) The pitch d.) The clef
- 2.) In music, the letters A to G describe:
a.) The rhythm b.) The beat
c.) The pitch d.) The clef
- 3.) Which time signature tells a performer that there are four half note beats in each bar?
a.) 2/4 b.) 4/2
c.) 2/2 d.) 4/4
- 4.) What kind of music inspires you? Why?

- 5.) Name 3 things in this video that you already knew because your band directors are awesome. =)

Video #2- How Brass Instruments Work

- 1.) Brass instruments create vibration from _____:
a.) Being plucked or bowed
b.) Being struck
c.) The mouth (lips)
d.) Air against a reed
- 2.) The brass instrument capable of playing the lowest notes is the:
a.) tuba b.) trombone
c.) trumpet d.) clarinet
- 3.) What did the video mention about the importance of the use of air? Do you think this is true for woodwind players as well? What about percussion?

- 4.) Explain how a brass musician can create various pitches with his/her instrument. If you are not a brass player, explain how your instrument is able to create various pitches also.

Video #3- How Playing an Instrument Benefits Your Brain

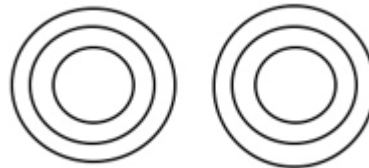
- 1.) Neuroscientists are excited about watching the brain functions of musicians because...
 - b.) Musicians' brains are cuter than average
 - b.) Musicians' brains have green polka dots
 - c.) Musicians use more parts of their brains to simultaneously complete tasks
- 2.) Learning a musical instrument has been found to assist in our memory abilities. How does your capacity to remember facts, ideas and things you have seen and heard, impact your ability to learn?

- 3.) What are some things you get to do in band that use your brain in a different way than your other classes at school?

Video #4- A Different Way to Visualize Rhythm

- 1.) A rhythm requires:
 - a.) beat
 - b.) pitch
 - c.) a vowel
 - d.) a beat with a distinguishable offbeat or backbeats
- 2.) Name one of the styles of music he showed in this video that you liked. Which one made you want to tap your foot or dance?

- 3.) Sketch 2 examples of a rhythm circle you think would sound cool. Make one SIMPLE and one COMPLEX.



- 3.) How are the layers of rhythms and the layers of instruments in a band similar? (Hint: how do many different parts to the music fit together?)

Video #5- A-rhythm-etic - The Math Behind the Beats

- 1.) What does Cameron call his style of rhythm?
a.) a-rhythm-nation b.) a-rhythm-etic
c.) a-beat-bop-a-rhythm d.) rhythm-math

- 2.) Cameron compares the beats in a measure to the amount of _____
a.) quarters in a dollar b.) pennies in a nickel
c.) nickels in a dime d.) all of these

- 3.) In your own words, explain how music is mathematical...

- 4.) Do you think Cameron practices a lot? Do you think he feels like it is worth it? Does he seem to enjoy playing his instrument?

Video #6- Music and Math - The Genius of Beethoven

- 1.) Name 2 things from this video that you ALREADY knew:

- 2.) Name 3 things from this video that you did not know (but you do know now):

BONUS: What are your 2 favorite things we do in band class?

1. _____

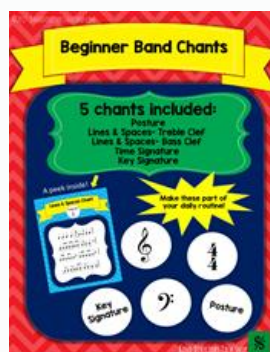
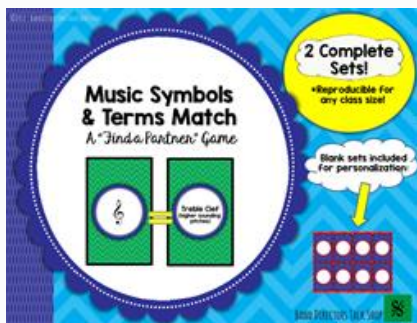
2. _____

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