

WHAT IS IT? (RATIONALE)

This activity will encourage students to learn about the different instruments that make up a marching band. It will also help students learn the different sections of the band, and which instruments are a part of each section. A marching workout is just as effective as a walking or running workout. You can burn several calories. Marching can be used within other activities and is helpful in working on running form.

GETTING STARTED (PROCEDURES & MATERIALS)

You will need a tape or CD player, marching band song (ex. “The Victors” “76 Trombones”) toy instruments/instruments (optional). Before going to music class or just during a transition, students will pretend they are in a marching band. The teacher will designate an area of the classroom for each section of the band and students can pick an instrument from that section. The students will then march in place while pretending to play the instrument they have selected. They will begin by marching in place fast as if they were coming out onto the field, when the song begins they will “play” their instrument while marching (approximately 3-5 minutes). Students may also pretend to hold flags (color guard).

SOURCE

From the idea that marching band can be considered a sport.

ADAPTATIONS

- A. To incorporate music education into this activity, discuss the background of the song before engaging the students in the activity. For example, if using a march by John Philip Souza, talk about his career as a famous composer ,his reputation as the “March King”, and how he wrote the National March, “The Stars and Stripes Forever”. In addition, you could discuss the time period in which it was written and how these songs were influential. Have the students think about what the march was intended for - i.e. a military march, a parade, etc.
- B. This activity may also be useful for introducing the different instruments of a band and the sounds they make. Have the students listen for which instruments are more prominent than others. Try replicating the marching beat of the song to increase counting and rhythmic skills.
- C. Students, who have physical, lower body limitations can focus on playing the drums or the flags that use more upper body movement. If a student is hearing impaired, the teacher or a student can pretend to be the band director.

DEVELOPED BY:

Bakara Oni Lewis, University of Michigan



**BODY IMAGE
LATERALITY**



**GENERAL COORDINATION
HAND-EYE COORDINATION**

DOMAINS ADDRESSED



NONE



**BEST EFFORT
SELF CONTROL**