

# Unit 1 Basic Notation - Fundamentals - Music Symbols

Content Area: **Fine Arts**  
Course(s): **Band**  
Time Period: **Marking Period 1**  
Length: **4-8 weeks**  
Status: **Published**

## Course Pacing Guide

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| Unit                                                                 | MP | Weeks |
|----------------------------------------------------------------------|----|-------|
| Unit 1 Basic notation - Fundamentals - Music symbols                 | 1  | 4-8   |
| Unit 2 Music terminology - Major Scales - Articulation studies       | 1  | 4-8   |
| Unit 3 Natural minor scales - duple meter rhythms - Phrasing studies | 2  | 4-8   |
| Unit 4 Pentatonic Scales - 6/8 meter rhythms - Pyramid of Sound      | 3  | 4-8   |
| Unit 5 Blues Scale - Odd/Mixed meters                                | 3  | 4-8   |
| Unit 6 Audiation                                                     | 4  | 4-8   |

## Unit Overview

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Introduction to Music notation, instrument fundamentals, Concert Bb scale.

## Enduring Understandings

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- Having a working knowledge of preferred musical instrument.
- Having an understanding of the basic elements of music.
- Having a working knowledge of select concert band literature.

## Essential Questions

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- How does one produce a clear musical sound from a musical instrument?
- What are the basic elements of music and how do they appear in written music notation?
- How does one finger and play the concert Bb scale on his/her preferred instrument?

## New Jersey Student Learning Standards (No CCS)

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|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VPA.1.1.12       | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.                                                              |
| VPA.1.1.12.B.1   | Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.                                  |
| VPA.1.1.12.B.2   | Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.                                                                                 |
| VPA.1.1.12.B.CS1 | Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.          |
| VPA.1.1.12.B.CS2 | Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. |
| VPA.1.3.12.B.2   | Analyze how the elements of music are manipulated in original or prepared musical scores.                                                                                                                                     |
| VPA.1.3.12.B.CS1 | Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.                                                                                                            |
| VPA.1.3.12.B.CS2 | The ability to read and interpret music impacts musical fluency.                                                                                                                                                              |
| VPA.1.3.12.B.CS3 | Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.                                                                                                                        |

## Amistad Integration

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### Scott Joplin - Life and Music

- Discuss the life and music of Scott Joplin
- Listening analysis:
  - Maple Leaf Rag
  - Solice
  - The Entertainer
  - Opera - Treemonisha
- Discuss movie - "The Sting"

|                 |                                                                                                          |
|-----------------|----------------------------------------------------------------------------------------------------------|
| LA.RI.11-12.10b | By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above. |
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## Holocaust/Genocide Education

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### Life and Music of George Gershwin

- Discuss life of George and Ira Gershwin
- Listening analysis:
  - Rhapsody In Blue
  - An American In Paris
  - Cuban Overture

## Interdisciplinary Connections

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|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VPA.1.1.12       | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.                                                     |
| VPA.1.1.12.B.CS1 | Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres. |
| CAEP.9.2.12.C    | Career Preparation                                                                                                                                                                                                   |
| CAEP.9.2.12.C.2  | Modify Personalized Student Learning Plans to support declared career goals.                                                                                                                                         |
| CAEP.9.2.12.C.3  | Identify transferable career skills and design alternate career plans.                                                                                                                                               |

## Technology Standards

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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TECH.8.1.12.A     | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.                                              |
| TECH.8.1.12.A.1   | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.                                                                                                                                      |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.                                                                                                                   |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.                                                                                                     |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.                                                                                                           |
| TECH.8.2.12.D.5   | Explain how material processing impacts the quality of engineered and fabricated products.                                                                                  |
| TECH.8.2.12.D.6   | Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.           |

## 21st Century Themes/Careers

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| CAEP.9.2.12.C | Career Preparation |
|---------------|--------------------|

## Financial Literacy Integration

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1. The State Board of Education shall require that a school district incorporate in each of the grades <sup>1</sup>[kindergarten] six<sup>1</sup> through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide <sup>1</sup>[elementary and]<sup>1</sup>middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

## Instructional Strategies & Learning Activities

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- **I. Unit One (mp 1)**

1. Instructional strategies include:

- i.** Large group ensemble rehearsal

1. Tuning
2. Sight Reading
3. Concert Key melodic analysis
4. Rhythmic analysis
5. Music balance, blend

- ii.** Student led sectionals

- iii.** Partner groups

1. Music Symbols

- i.** Key Signature
- ii.** Time Signature
- iii.** Repeat signs
- iv.** Bar lines
- v.** Dynamic markings

1. Music Terms/vocabulary

- i. Dynamic markings – Pianissimo through Fortissimo

1. Key Signature/ scales

- i. Concert Bb, Eb Major
- ii. Chromatic – 1 octave

1. Tone Color/Intonation

- i. Tonal quality
- ii. Pitch/intonation
- iii. Definite Pitch/Indefinite pitch

1. Instrument care/assembly

- i. Woodwind
- ii. Brass
- iii. Percussion

1. Big Picture – The Path to Musical Excellence

- i. Community Pulse
- ii. Sight Reading
- iii. Path to Musical Excellence
- iv. Conducting in 4/4 time

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## **Differentiated Instruction**

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Self-Directed Learning
- Debate
- LMS use
- Student Data Inventories
- Mastery Learning (feedback toward goal)

- Rubrics
- Learning Menus
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Student Interest & Inventory Data

### **Formative Assessments**

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- Daily Teacher Observation of student feedback.
- Weekly check point assessments.
- Individual lessons.
- Rehearsal Participation.
- Ensemble Engagement.

### **Summative Assessment**

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marking period playing exam

### **Benchmark Assessments**

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Benchmark - 95% of students in the class will achieve a score of 93 or higher on the summative assessment (Playing exam)

### **Alternate Assessments**

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- Oral response to questions in review of material.
- More time allotted for written assignments/assessments.
- Take Home projects/reviews/assessments.

## Resources & Technology

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- Select Concert Literature
- Macbook Pro- Computer system IOS platform
- Finale Music notation software.
- Apple TV/projector

## BOE Approved Texts

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### [BOE Approved Texts](#)

Select Concert band literature

## Closure

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Such as:

- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."

## ELL

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- Alternate Responses
- Advance Notes

- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries

## **Special Education**

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List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

## **504**

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Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## **At Risk**

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Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback

- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking