Content Area: Music

Courses: Band

Time Period: 4-6 weeks

**Unit Title: Elements I - Music Fundamentals**

**Overview: Description of the Unit**

Students will work together and individually to learn the fundamentals of music. This will insure that every student is on the same page and have a sturdy foundation to build upon as we continue to increase their musicianship and prepare them for performing.

**NJSLA Standards**

1.1.8.B.1 - Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.1.8.B.2 - Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

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.

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.

**Primary Interdisciplinary Connections**

*Mathematics through counting, adding, subtracting, multiplying, and diving of rhythms in their music*

-           *Language Arts through the use of open-ended questions*

-           *Health because they are being informed of the importance of not sharing reeds/mouth pieces and instruments with each other. Also, they are informed of the importance of proper posture and breath control*

-           *Anatomy through the study of the what your body is doing during proper breathing and what your body is doing when you’re not sitting properly.*

**21st Century Skills/Themes**

* CRP1. Act as a responsible and contributing citizen and employee.
* CRP2. Apply appropriate academic and technical skills.
* CRP4.Communicate clearly and effectively and with reason.
* CRP6.Demonstrate creativity and innovation.
* CRP7.Employ valid and reliable research strategies.
* CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
* CRP9.Model integrity, ethical leadership and effective management.
* CRP10. Plan education and career paths aligned to personal goals.
* CRP11. Use technology to enhance productivity.
* CRP12.Work productively in teams while using cultural global competence.

**Content Statements**

Common, recognizable musical forms often have characteristics related to specific cultural traditions.

Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.

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

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.

**Enduring Understandings**

* Identify note names in bass and treble clefs
* Identify basic music symbols
* Read and write basic rhythmic notation
* Clap and count basic rhythms
* Play simple chorales
* Demonstrate proper posture and breathing techniques

**Essential Questions**

* What skills are necessary to play in a large ensemble?
* What does it take for an individual to be a successful musician?

**Unit Learning Targets**

**SWBAT:**

* Identify note names in bass and treble clefs
* Identify basic music symbols
* Read and write basic rhythmic notation
* Clap and count basic rhythms
* Play simple chorales
* Demonstrate proper posture and breathing techniques

**Equipment Needed:**

* Assorted Musical Recordings
* Stereo Equipment
* Computer (MacBook)
* Projector
* Instructional Videos (Youtube)
* Selection of appropriate band literature from various historical periods, genres, and cultures
* Chorales & Warmups
* Chromebooks

**Teacher Resources**

**Assessments**

**Formative Assessments**

* Peer evaluations
* Observational Based Assessment
* Recordings made during class to self-assess

**Summative Assessments**

* Quizzes and tests
* Self-evaluation: Written journals or blogs will be required as a homework assignment each week. They will be asked to keep track of their practicing as well as any improvements, successes, or goals they may have for the future. A link to the blog, or a studywiz hand-in may be required
* Performance rubric
* Musical performances: Students will be tested on their understanding of the learned elements of this unit by performing a selection assigned in SMARTMusic.  SmartMusic tests include sight-reading, rhythm reading, concert pieces & excerpts.

**Modifications for Special Needs Students**

**IEP:**

* Projects are designed so teacher may add or omit criteria based on student needs.
* Shortened assignments
* Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences)
* Additional time for test preparation
* Review/testing matched to student pace
* Test directions read/explained thoroughly
* Oral, short-answer, modified tests
* Emphasis on successes
* Graphic Organizers
* Student choice of texts, projects, writing prompts, etc.
* Collaborate with after-school programs or clubs to extend learning opportunities

**504:**

* Additional time for test preparation
* Review/testing matched to student pace
* Test directions read/explained thoroughly
* Oral, short-answer, modified tests
* Emphasis on successes
* Graphic Organizers
* Student choice of texts, projects, writing prompts, etc.
* Collaborate with after-school programs or clubs to extend learning opportunities

**ELL:**

* Shortened assignments
* Extended time is allotted for students
* Visuals/video provided where possible
* Electronic translators
* Provide work for completion or understanding to ELL teacher to continue during ELL class

**G/T:**

* Projects are designed so teacher may extend criteria based on student needs.
* Structure learning around explaining or solving a social or community-based issue
* Provide electronic games, lessons, etc to encourage students to expand or move ahead of class learning.
* Collaborate with after-school programs or clubs to extend learning opportunities

**At Risk Failure:**

* Projects designed so teacher may add or omit criteria based on student need
* Shortened assignments
* Extended time allotted for students
* Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their communities
* Collaborate with after-school programs or clubs to extend learning opportunities and support
* Various online learning opportunities to reinforce skills based on student needs
* Provide students multiple choices for how they can represent their understandings
* Additional time for test preparation
* Directions written and read/explained thoroughly and in chunks
* Emphasis on successes
* Graphic organizers and other organizational aides
* Student Success Team and implementation of RTI Interventions
* Set goal plan with reachable goals and pathways and collaboration with parents
* One-on-one conference with teacher to include feedback on work and progress toward meeting goals

**Teacher Notes**

**Curriculum Development Resources**