Content Area: Music

Courses: Band

Time Period: 8-10 weeks

**Unit Title: Unit 6 Composers**

**Overview: Description of the Unit**

Students will work together and individually to listen to different composers’ works. While listening, they will compare and contrast characteristics of these composers’ works. This will help them gain a critical ear which will help when they are critiquing their own performances.

**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.

1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

1.3.8.B.3 - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

1.3.8.B.4 - Improvise music in a selected genre or style, using the elements of musicthat are consistent with basic playing and/or singing techniques in that genre or style.

1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

**Primary Interdisciplinary Connections**

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

*-           Global awareness through investigation oh how various cultures utilized music to pay tribute to religion, people, and historic events*

*-           Economics and business through sourcing funds for large concerts and determining how much their concert would cost if they were to perform one in another vicinity other than Gateway*

*-           Economics and business because we discuss career options for musicians in today’s society*

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

*-           Historical because music is often used as a way to remember historically significant events*

*-           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.

Technological changes have and will continue to substantially influence the development and nature of the arts.

The arts reflect cultural morays and personal aesthetics throughout the ages.

Stylistic considerations vary across genres, cultures, and historical eras.

Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.

Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.

Art may be used for utilitarian and non-utilitarian purposes.

Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.

Symbolism and metaphor are characteristics of art and art-making.

Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.

Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

Artwork may be both  utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

**Enduring Understandings**

* Achieve instrumental part independence
* Demonstrate proper performance practices
* Play major scales
* Play chromatic scales
* Improve blend and balance
* Improve tone quality
* Interpret musical phrases expressively
* Articulate clearly
* Compare and contrast characteristics of specific composers’ works
* Critique the spring concert

**Essential Questions:**

* How is music more than merely the performances of notes and rhythm?
* What does it take for an individual to be a successful musician?

**Unit Learning Targets**

**SWBAT:**

* Achieve instrumental part independence
* Demonstrate proper performance practices
* Play major scales
* Play chromatic scales
* Improve blend and balance
* Improve tone quality
* Interpret musical phrases expressively
* Articulate clearly
* Modeling/demonstration of techniques
* Guided practice
* Imitation of high quality performers live and Recorded
* Warm-ups and appropriate practice repertoire.
* Individual practice
* Perform rhythms via clapping or percussion instruments.
* Count rhythms using rhythm syllables or numbers prior to performing.
* Critiques – formal/informal, self/peer/group

**Equipment Needed:**

* Assorted Musical Recordings
* Stereo Equipment
* 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

**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**