

Unit 1: Performance (CURRENT EDIT)

Content Area: **Fine and Performing Arts**
Course(s): **Instrumental Music I, Advanced Instrumental Music, Chemistry, M.S. Band**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

Music performance is comprised of various elements that work together to form a comprehensive product. Throughout the school year, students will experience performance, or *performing*, from a variety of perspectives, including:

1. Solo & Ensemble performance
2. Sight-reading/Limited Expectation Performance (**LEP**)
3. Prepared Concert Performance/High Expectation Performance (**HEP**)
4. Individual Assessments (linked to Solo performances) (**HEP**)
5. Scale and Rudiment study (**LEP/HEP**)

Through performing, students will begin the process of assessing and evaluating their performances, providing the framework for **Unit 2: Critique**.

Enduring Understandings:

1. Performing as part of an ensemble is a critical component of a student's music education.
2. Ensemble performance develops both musical, as well as interpersonal skillsets.
3. Individual performance requires students to prepare music while building self-awareness of musical fundamentals.
4. A musician's ability to use scales and rudiments in music can be equated to reading words and phrases as opposed to letters and punctuation.
5. Scale and rudiment study is essential to building sound fundamental technique.

Essential Questions:

- Explain how interpersonal, social relationships and skillsets factor into ensemble performance.
- How do individual performances better prepare students for ensemble performance?
- How does the study of scales and rudiments build sound fundamental technique?
- How does your perception of performance in an ensemble differ from that of a solo performance?
- How is the study scales and rudiments similar to reading text? What can we take from this similarity to better prepare for the appearance of scales and rudiments in music?
- How might an audience's perception of an ensemble performance differ from that of a soloist?

Standards/Indicators/Student Learning Objectives (SLOs):

MU.K-12.1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
MU.K-12.1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Lesson Titles:

- Circle of Fifths for Major Scales - Students will begin to make connections from scale to scale through study of the progression of scales at the fifth.
- Concert Pitch and the Transposing Instruments - All students will learn about transposition, how it applies to their instrument, and how to go through the process of transposing individual parts.
- Intonation - Students will spend time in warm-ups and throughout the rehearsal listening to their pitch in relation to the ensemble, examining methods and techniques of adjustment, and how to maintain consistent, quality intonation.
- Performance Practices - (Period Specific) Students will have an opportunity to learn various idiosyncratic practices of different genres of music, including differences in ornamentation, phrasing, and form.
- Proper Warm-Up (Ensemble) - Students will learn how to tune within the ensemble and how to balance their sound to that of the group.
- Proper Warm-Up (Individual) - Students will learn how to tune as an individual, focusing on continuity within the various octaves of their instrument.
- Rehearsal Techniques - Students will learn about the rehearsal process, how rehearsals are structured, as well as their individual role in the music-making process.
- Rhythm Studies As part of a daily warm-up routine (see Warm-Up (Ensemble)), students will study various rhythmic patterns in preparation for daily rehearsal as well as sight-reading and individual performance.
- Sight-Reading Techniques - "Musical proficiency is characterized by the ability to sight-read advanced notation." Students will examine various pieces of music of diverse styles as they experience reading titles without prior knowledge of their structure, style, or background.
- Snare Drum Rudiments - Percussionists will be required to perform each of the 30 remaining PAS Rudiments individually and from memory.
- Specialty Scales - All students will continue their study of scales through the study of various specialty scales as determined by year (Years 2-4).

- Tone Production - In tandem with Intonation, students will focus their listening (audiation) on the sound they produce, exploring methods and techniques to produce a characteristic tone for their instrument.
- What is a Scale? - All students will learn how scales are constructed and to apply Scale Theory to concert and solo literature.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Inter-Disciplinary Connections:

LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.2.12.B.CS2	The effects of technology on the environment.

Equity Considerations

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): How discrimination impacts instrumental music

Materials Used: <https://interlude.hk/instrumental-discrimination/>

Addresses the Following Component of the Mandate:

Holocaust Mandate

Topic (Person and Contribution Addresses): How discrimination impacts instrumental music

Materials Used: <https://interlude.hk/instrumental-discrimination/>

Addresses the Following Component of the Mandate:

Climate Change

Topic (Person and Contribution Addresses): Sustainability in musical instruments

Materials Used: <https://www.sia-partners.com/en/news-and-publications/from-our-experts/unlocking-value-through-green-and-sustainable-instruments>

Addresses the Following Component of the Mandate:

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): LGBTQ artists to know for instrumental music

Materials Used: <https://www.weareinstrumental.com/five-lgbtq-artists-you-need-to-check-out/>

Addresses the Following Component of the Mandate:

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- DOK Levels 2, 3, 4
- Ensemble performance
- Performance Critique (written/oral)
- Solo performance
- Written reflection

Modifications

General modifications for Performance include:

- **Individual Performance Plans**
 - Students work with director to map out appropriate coursework to give them access to information in a manner more aligned with individual learning styles and/or needs.
- **Student-driven, student prepared assessments**
 - Students of the G&T and/or SpED populations can select assessments that grant them opportunities to achieve in the band class while creating attainable goals that meet curricular requirements.

Additional modifications may exist where IEPs/504s necessitate them, but the above modifications generally suit all students regardless of 'classification.'

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test

- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating

- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Formative Assessment:

- Daily critique
- Ensemble feedback
- Individual/Group demonstrations
- Warm-Up

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Resources & Materials:

- Ensemble literature
- Google Classroom and commensurate online resources
- Warm-up literature

Technology:

- Chromebooks
- Google Classroom
- Vic Firth 40 Essential Snare Drum Rudiments

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.