

Unit 3: Literature (CURRENT EDIT)

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

Unit Overview:

Understanding the historical perspective of any discipline is essential to understanding current trends and where it (the discipline) may go. Composing for the wind band has changed drastically since the days of Gustav Holst and his contemporaries--an evolution that has seen the elimination of some instruments and the addition of others, as well as philosophical changes in instrumentation and harmony. A fundamental understanding of these changes and the field as a whole will give students a unique perspective into the evolution of the instrumental music classroom and what they can expect for its future.

Enduring Understandings:

1. Understanding the history of wind band literature provides insight into current trends and its future development.
2. Quality literature must be identified and separated from that which is of little artistic merit.
3. Establishing a criteria for artistic merit in wind band literature is necessary to successfully elevate student achievement and provide an appropriate benchmark for career readiness.

Essential Questions:

- How does your own understanding of the history of wind band literature contribute to your ability to learn new music during rehearsal?
- How does your performance of music of high artistic merit impact your personal level of musicianship?
- What influence, if any, does culture have on the creation of new works for the wind band?
- Why is it important to have criteria for assessing the artistic merit of a piece of music?

Standards/Indicators/Student Learning Objectives (SLOs):

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| MU.9-12.1.3C.12prof.Pr4 | Selecting, analyzing and interpreting work. |
| MU.9-12.1.3C.12prof.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| MU.9-12.1.3C.12prof.Pr6 | Conveying meaning through art. |
| MU.9-12.1.3C.12prof.Re8a | Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research. |

Lesson Titles:

1. For Better or Worse: Orchestral Composers Cross Over - Students will discover that wind band music has been written by many prominent orchestral composers, giving legitimacy to the wind band as a major musical ensemble.
2. Grainger, Holst, and Vaughan-Williams - Students will study music of a trio of British composers responsible for establishing the wind band as a major musical ensemble.
3. Sousa - Students will study the life of the father of the march and wind band innovator, John Philip Sousa.
4. The Goldmans - Students will learn about the history of the modern wind band and its inclusion in school music programs through the study of Richard and Edwin Goldman.
5. Today's Bands - Students will engage in discussion over the music they have performed and how it compares to that of the previous century of wind band music.

Career Readiness, Life Literacies, & Key Skills

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| 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.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |

Inter-Disciplinary Connections:

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| 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. |

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

- Individual Performance Plans
- Student-designed Plans and Assessments

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

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| 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. |