Unit 1: Scales

Content Area: **Fine and Performing Arts**
Course(s): **M.S. Band**
Time Period: **September**
Length: **180 days**
Status: **Published**

Unit Overview:

The cornerstone of instrumental performance is scale and rudiment study. All wind and percussion students will begin study of scales and rudiments at the beginning of the school year, to be continued throughout the year and used for scale assessments and Marking Period Assessments.

Essential Questions:

• Why is a thorough understanding of scales such a necessity to the successful study of instrumental music?

• With scales as the cornerstone of much western music, how does their study create a transferable skill to the general study of music?

Enduring Understandings:

• A thorough understanding of scales is necessary for the successful study of instrumental music.

• Scales form the cornerstone of all western music.

Standards/Indicators/Student Learning Objectives (SLOs):

MU.6-8.1.3A.8.Cr1	Generating and conceptualizing ideas.
MU.6-8.1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
MU.6-8.1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.6-8.1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.

Lesson Titles:

• Chromatic Scales

- Concert Pitch & The Transposing Instruments
- Snare Drum Rudiments (Percussion Only)
- The Circle of Fifths for Major Scales
- What are scales?

Career Readiness, Life Literacies, and Key Skills:

WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Inter-Disciplinary Connections:

TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

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

- Ensemble warm-up
- Individual warm-up
- Sectionals (instrument-specific, homogenous groups)

Modifications

ELL Modifications:

- Coordination with parents
- Extra help during lessons
- Extra help via Google Classroom

IEP & 504 Modifications:

- Adapted assignments (differentiated instruction)
- Extra time to complete assessments

G&T Modifications:

- Expanded Skill Assessments
- Increased difficulty levels of scales and literature

At Risk Modifications

- Adapted assignments (differentiated instruction)
- Extra time to complete assessments

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

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

Resources & Materials:

- Delsea FlipBand YouTube Channel
- Delseamusic.com
- Fingering charts
- Google Classroom
- Scale sheets

Technology:

- Chromebooks
- Google Classroom
- Google Drive
- Screencastify

TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.