

# Unit 2: Basic Elements of Notation and Composition & Musical Literacy

Content Area: **Fine and Performing Arts**

Course(s): **M.S. Band**

Time Period: **September**

Length: **180 days**

Status: **Published**

## Unit Overview:

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Knowledge of music notation and composition as well as musical terminology is vital to the success of the performer. Through the continued study of musical terms and increased familiarity with musical symbols, students will continue to develop into independent musical thinkers.

## Essential Questions:

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- How can the study of music notation contribute to an increased understanding of music and its performance?

## Enduring Understandings:

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- A musician's ability to read and understand music symbols and notation is essential to the study of music.

## Standards/Indicators/Student Learning Objectives (SLOs):

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MU.9-12.1.3B.12prof.Cr2	Organizing and developing ideas.
MU.6-8.1.3A.8.Cr2	Organizing and developing ideas.
MU.6-8.1.3A.8.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
MU.9-12.1.3B.12prof.Cr3	Refining and completing products.
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing and responding?
MU.6-8.1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
MU.6-8.1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Lesson Titles:

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- Articulations and Their Purpose
- Dynamics and Markings of Expression
- The Treble Clef and Ledger Lines
- Time and Key Signatures
- Transposition

## Career Readiness, Life Literacies, and Key Skills:

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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.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
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.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
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.  An individual's strengths, lifestyle goals, choices, and interests affect employment and income.  Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

## Inter-Disciplinary Connections:

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TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
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.

## Equity Considerations

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## **Asian American Pacific Islander Mandate**

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## **LGBTQ & Disabilities Mandate**

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## **Climate Change Mandate**

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Topic: Music and Sustainable Practices

Discuss the environmental impact of the music industry itself, including travel, production materials, and energy consumption. Encourage students to research and propose sustainable practices for musicians and composers in the future.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

Green Music Project: <https://www.nextmusic.org/> - Promotes sustainable practices in the music industry, offering resources for musicians and venues.

Music Declares Emergency: <https://www.musicdeclares.net/us/> - Global movement uniting musicians and music professionals to take action on climate change.

A Greener Festival: <https://agreenerfestival.org/> - Offers resources and guidance for organizing sustainable music festivals.

The Future of Music Coalition: <https://www.futureofmusic.org/> - Champions ethical and sustainable practices in the music industry.

## **Holocaust Mandate**

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## **Amistad Mandate**

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

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

## **Modifications**

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### **ELL Modifications:**

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

### **IEP & 504 Modifications:**

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

### **G&T Modifications:**

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

### **At Risk Modifications**

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

### **Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up

## **Summative Assessment:**

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- Alternate Assessment
- Benchmark
- Marking Period Assessment

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Resources & Materials:**

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

## **Technology:**

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- Chromebooks
- Google Classroom
- Google Drive
- Screencastify