# Unit 1 - Strike Up the Band

Content Area: **Music**
Course(s): **Band Performance**
Time Period: **September**
Length: **4**
Status: **Published**

## Transfer

## Enduring Understandings

Student musicians integrate their musical experience into becoming valued and respected members of their community.

Procedures are essential to any successful group.

Musical elements are the buildings blocks to creating a musical statement.

Musical literacy is essential for musical communication

## Essential Questions

How do prescribed procedures contribute to bring about group success?

How do my musical experiences add value to the whole group?

How do musical elements such as melody, harmony and rhythm work together to create a musical statement.

How does the practice of reading and interpreting music bring about better musical communication?

## Content

## Vocabulary

Articulation

All Italian musical terms related to music at grade level 2 music

Arpeggio

Meter

Melody

Harmony

Rhythm

Time signature

Key signature

Balance/Blend

## Learning Objectives

Demonstrate musical expression.

Demonstrate part independence.

Demonstrate articulations, dynamics, and phrasing conforming to the genre that is being performed.

Demonstrate the ability to follow procedures.

Perform music from notation in varying styles

Perform in an ensemble setting while discerning his or her role respective of balance and blend.

Analyze a piece of music and break in down into basic elements.

Sight read music from written notation at grade level 2

## Resources

The Alfred percussion book starts in grade 6 and grade 7/8 moves at an accelerated rate

  - Standard of Excellence Book 1 and 2 .
  - Habits of a Successful Musician ( Comp band only)

- Alfred's Drum Method
- PracticalTheory (Sandy Feldsdtein)
- Modern Etudes and Studies for the Percussionist ( Chris Colaneri)
- Concert and Contest ( Rubank)
- Music Theory.net

Musical concepts are embedded in carefully selected repertoire.

## Standards

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| VPA.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. |
| VPA.1.3.8.B.1 | Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. |
| VPA.1.3.8.B.2 | Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. |
| VPA.1.3.8.B.3 | Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. |
| VPA.1.3.8.B.4 | Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. |