Unit 3 - You Want Me to Play What?

Content Area: **Music**
Course(s): **Band Performance**
Time Period: **November**
Length: **5 Weeks**
Status: **Published**

Transfer

Developing Technical Skills

Enduring Understandings

Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts.

Reading basic music notation contributes to musical fluency and literacy.

The development of technical skills allows for the expansion of musical possibilities

Effective practice and practice routines will result in greater musicianship

Essential Questions

How does improving our music reading enable us to become better musicians?

What are the necessary tools needed to successfully perform a piece of music?

Does how we practice have a positive outcome on our ability to perform music?

How does the development of technique expand our musical possibilities?

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

Play music which incorporates various key signatures, time signatures, dynamic markings, articulations, phrasing and tempo changes.

Perform music with increased range using appropriate fingers and slide positions

Play scales and arpeggios at grade level

Reflect on daily and weekly practice routines and self assess efficiency based on development

Perform music within the prescribed style of the repertoire

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

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.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
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.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.