

Unit 2: The First Three Notes

Content Area: **Unified Arts**

Course(s): **Band 4 Flutes/Oboes, Band 4 Clarinets, Band 4 Saxophone, Band 4 Trumpets, Band 4 French Horns, Band 4 Trombones, Band 4 Percussion, Band 4 Violins/Cellos/Violas**

Time Period: **October**

Length: **3-4 weeks**

Status: **Published**

Unit Summary

After students are comfortable with assembling their instruments and producing sound, it is time to introduce a higher level of control, and the first steps of reading musical notation. Students are introduced to the first three notes on their respective instruments, initially as long tones, and gradually moving to simple three note melodies. Once students are comfortable and play the first three notes with an improved degree of control, we begin learning to read notation on the musical staff. Students will learn to identify pitch and rhythm as written on the staff for their first three notes, in 4/4 time, written as whole notes and whole rests, or quarter notes and quarter rests.

Standards

MU.K-12.1.3D.12nov.Cr	Creating
MU.K-12.1.3D.12nov.Cr1	Generating and conceptualizing ideas.
MU.K-12.1.3D.12nov.Cr1a	Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
MU.K-12.1.3D.12nov.Cr2	Organizing and developing ideas.
MU.K-12.1.3D.12nov.Cr2a	Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.
MU.K-12.1.3D.12nov.Cr3	Refining and completing products.
MU.K-12.1.3D.12nov.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
MU.K-12.1.3D.12nov.Cr3b	Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
MU.K-12.1.3D.12nov.Pr	Performing
MU.K-12.1.3D.12nov.Pr4	Selecting, analyzing and interpreting work.
MU.K-12.1.3D.12nov.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
MU.K-12.1.3D.12nov.Pr4b	Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
MU.K-12.1.3D.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
MU.K-12.1.3D.12nov.Re	Responding
MU.K-12.1.3D.12nov.Re7	Perceiving and analyzing products.

MU.K-12.1.3D.12nov.Re7b	Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music.
MU.K-12.1.3D.12nov.Re9	Applying criteria to evaluate products.
MU.K-12.1.3D.12nov.Re9a	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
MU.K-12.1.3C.12nov.Cn	Connecting
MU.K-12.1.3C.12nov.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives

Students will learn:

Band

- tone production.
- embouchure.
- correct playing posture, hand position
- concert Bb, C and D for Band Instruments.
- Bass Clef, Treble Clef, Staff, Whole Notes and Whole Rests, Breath Mark.
- 4/4 Time Signature, Measures, Counting.

Strings

- correct playing posture, hand position
- open string names C, G, D, A, and E.
- quarter notes and rests.
- pizzicato playing.

Essential Questions

- What role does my instrument play within an ensemble?
- How does creating and performing music differ from listening to music?
- What is the role of music in my life?
- How does my individual behavior as a performer and/or an audience member effect the musical performance?

Enduring Understandings

Students will understand that:

- playing an instrument is a way to express one's self.
- playing an instrument enables one to communicate without words.
- music is not music until humans bring it to life.
- playing an instrument fosters responsibility.

Application

Students will be able to independently use their learning to:

- play the first three notes on their instrument.
- read pitches and rhythms written on the staff, and accurately play them on their instruments.
- practice assigned exercises from the method book at home, independently.
- Improvise, create and compose original musical ideas with the first few notes

Skills

Students will be skilled at:

- demonstrating clear tone on their instruments playing the notes concert Bb, C and D, and sustain each note for 4 counts (Band).
- distinguishing between notes and perform exercises written on the treble or bass clef staff using whole notes and whole rests written in 4/4 time (Band).
- demonstrating breathing correctly between notes and when they see breath marks in the music (Band).
- identifying the names of all of the open strings on their instrument (Strings).
- demonstrating quarter note rhythms pizzicato on each string (Strings).
- reading and playing exercises from the method book in 4/4 time using all 4 open strings, quarter notes and quarter rests (Strings).
- Create original musical ideas with the first few notes on their instruments (Both)
- Evaluate and respond to individual and group performances (Both)
- Understanding that Folk Songs are passed from generation to generation until they become part of a regions culture and identity