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 |
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| 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. |
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| 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