

Unit 7: Slippery Slurs, Bowing Eighth 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: **May**

Length: **3-4 weeks**

Status: **Published**

Unit Summary

In this unit, band students will learn how to read and properly play slurred notes. Students will understand when to articulate notes for separation, and how to play multiple pitches on one breath. There will be a focus on proper articulation. Students will also learn what a pick up note is, and how to properly count in at the beginning of a piece with one or multiple pick up notes. String students will learn how to subdivide their counting and properly read and play eighth notes.

Standards

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.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
MU.K-12.1.3D.12nov.Cr	Creating
MU.K-12.1.3D.12nov.Pr	Performing
MU.K-12.1.3D.12nov.Re	Responding
MU.K-12.1.3D.12nov.Cr1	Generating and conceptualizing ideas.
MU.K-12.1.3D.12nov.Cr2	Organizing and developing ideas.
MU.K-12.1.3D.12nov.Cr3	Refining and completing products.
MU.K-12.1.3D.12nov.Pr4	Selecting, analyzing and interpreting work.
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.Pr6	Conveying meaning through art.
MU.K-12.1.3D.12nov.Re7	Perceiving and analyzing products.
MU.K-12.1.3D.12nov.Re8	Interpreting intent and meaning.
MU.K-12.1.3D.12nov.Re9	Applying criteria to evaluate products.
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.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.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.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.Pr4c	Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.
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.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.
MU.K-12.1.3D.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context.
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.Re8a	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).
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.
	Rehearse, Evaluate, Refine
	Interconnection
	Imagine
	Select, Analyze, Interpret
	Present
	Evaluate
	Plan, Make
	Interconnection
	Select, Analyze
	Interpret
	Evaluate, Refine

Learning Objectives

Students will learn:

- the definition a Slur and how to play it on their instrument.
- to produce slurred notes.
- pick up notes.
- high concert Ab. (Band)
- 8th note rhythms.

- ear training, playing by ear.
- Simple Melody creation.
- concert Eb Major Key Signature. (Band)
- Reinforce content from earlier curriculum.
- subdivided counting.
- eighth note rhythms on D major scale. (Strings)
- following bow symbols correctly. (Strings)
- fluent motion of the bow between strings. (Strings)

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:

- perform individually and in a group, pieces containing slurred articulation, or alternating slurred and regular articulation. (Band students)
- count off for a piece that starts with a pick up note. (Band students)
- count with eighth note subdivision while playing (Strings students)
- properly bow and finger pieces using eighth note patterns and melodies based in the key of D major. (Strings students)

Skills

Students will be skilled at:

- Performing individually and in a group, songs and exercises containing slurred quarter notes and half notes, pick up notes, eighth notes, concert Ab, and in the key of Eb major as well as other key signatures (Band).
- Defining and properly interpreting musical symbols and terms written on and around the staff.

- Performing individually and in a group, using proper technique, songs and exercises containing eighth note rhythms, using notes from a concert D major scale (Strings).
- Executing simple unison melodies as a group (Strings).
- Participate in a Spring Concert, playing a varied repertoire of music with their instrument specific lesson groups.