

Unit 5: 2/4 Time, Ties, Key Signatures, Strings on the Staff

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: **December**

Length: **8 weeks**

Status: **Published**

Unit Summary

In this unit, students are introduced to the 2/4 time signature, and taught how to count and play accordingly. Band students are also introduced to tied notes and key signatures. Students will learn how to add the value of tied notes together, and properly count when playing ties. They will also understand how key signatures affect a piece of music, and the importance of checking it before playing. String students will continue to strengthen their use of playing their instrument using the bow, and pizzicato. They will also work to read notes written on the staff without letter reminders written in the body of the note.

Standards

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| 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 |

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| | 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. |

Student Learning Objectives

Students will learn:

- concert G and low A. (Band)
- ties.
- 2/4 Time Signature.
- Concert Bb Key Signature (transposed for specific instruments). (Band)
- multiple line songs.
- lip flexibility, finger dexterity.
- Rounds.
- Reinforce content from previous units.
- Standard of Excellence Pg. 10-12 ex. 30-43. (Band)
- for Stings, open string quarter notes on treble, alto, and bass clef staff. (Strings)
- half notes and half rests. (Strings)
- lift sign, proper bow lift technique. (Strings)
- review rolling bow between strings, counting, proper bow hold, posture, finger position, intonation. (Strings)
- Essential Elements pg. 14-17. (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?
- Is all sound music?
- How does playing an instrument allow me to express myself?

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

Band students will be able to independently use their learning to:

- play exercises in 2/4, 4/4 and common time, independently or as a group.
- recognize sharps and/or flats in a key signature before playing a piece of music.
- perform with more musical awareness, independence, and improved tone and facility on their instruments.

Strings students will be able to independently use their learning to:

- play exercises, pizzicato, and at a beginner level with their bow.
- perform with more musical awareness, independence, and improved tone and facility on their instruments
- accurately play notes on their D and A strings plucking and bowing.

Skills

Students will be skilled at:

- demonstrating, with good tone and proper technique, the notes concert low A to concert G (Band).
- executing counting the length of tied notes correctly, counting the rhythms for exercises written in 2/4 time correctly (Band).
- identifying notes that are affected by flat or sharp signs in the key signature (Band).
- performing exercises that are multiple lines long, have melody and harmony parts, or are written as a round.
- interpreting the notes for their instruments open strings on the treble, alto, or bass clef staff, without letter names written in for assistance (Strings).
- interpreting Down bow and Up bow symbols, using proper bowing technique (Strings).
- performing exercises containing quarter notes, half notes, and rests with bow lift symbols, with proper technique, both in a group and individually (Strings).
- Listening to performances critically, and making adjustments to improve.

- Creating original musical ideas and melodies.
- Respond to and critique music, as well as form personal connections with music