

Unit 6: Encountering Eighth Notes, Mastering the D String

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**

Time Period: **February**

Length: **7 weeks**

Status: **Published**

Unit Summary

In this unit, band students will be introduced to eighth note rhythms, and learn how to properly count and play them in a piece of music. The eighth note rhythms begin as simple patterns with one or two eighth notes, and increase in complexity as we progress. Strings students will work to master reading all notes of their D major scale, on the staff without letter assistance, and do a majority of their playing with the bow, using correct technique. All students will continue to refine and develop basic skills on their instrument from prior units.

Standards

MU.K-12.1.3D.12nov.Cr	Creating
MU.K-12.1.3D.12nov.Cr1	Generating and conceptualizing ideas.
	Imagine
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.
	Plan, Make
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.
	Evaluate, Refine
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.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.Pr5	Developing and refining techniques and models or steps needed to create products. Rehearse, Evaluate, Refine
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.Pr6	Conveying meaning through art. Present
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.Re	Responding
MU.K-12.1.3D.12nov.Re7	Perceiving and analyzing products. Select, Analyze
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.Re8	Interpreting intent and meaning. Interpret
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.Re9	Applying criteria to evaluate products. Evaluate
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. Interconnection
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.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Interconnection
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Student Learning Objectives

Students will learn to:

- read and count eighth notes.
- use eighth note subdivisions when counting.
- properly interpret accidentals.
- interpret key signatures.

- perform with improved rhythmic accuracy/awareness.
- produce clear tone with good technique.
- improve intonation.
- increase facility on instrument.

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:

- use notes and fundamental skills learned in previous units,
- play short exercises with basic eighth note patterns, in a group and independently. (Band)
- count rhythms both using properly subdivided counting, as well as rhythmic phrases (ta, ti-ti, etc.)
- successfully play their D major scale, ascending and descending, with correct and accurate finger placement, and good bow technique, as well as pizzicato. (Strings)
- perform short exercises written in D major in a group and individually, properly reading notes on the staff, and with steady rhythm. (Strings)

Skills

Students will be skilled at:

- counting at a steady pace, and being able to decode written notation into correct rhythm and pitch on their instrument.
- counting using 8th note subdivision
- increasing understanding of the hierarchy of notes
- improving sense of pitch, playing notes with more tonal accuracy
- increasing speed and facility on instrument, literacy for notation.

- Listening to performances critically, and making adjustments to improve.
- Creating original musical ideas and melodies.
- Respond to and form personal connections with music