

Unit 4: 5 Note Fun and Adding the A 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, Band 4 Violins/Cellos/Violas**

Time Period: **November**

Length: **6 weeks**

Status: **Published**

Unit Summary

At this point, students should have mastered playing and reading their first three notes. In this unit, we work on expanding the range of play to include 5 notes for band instruments, and all the notes of the D major scale for strings. Students are also introduced to more time signatures, musical terminology, and symbols, such as the fermata. String students will also begin proper bowing technique on open strings and simple melodies.

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.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.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.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.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 Eb and F. (Band)
- repeat signs. (Both)
- Common Time. (Band)
- fermatas. (Band)
- Solo, Soli, Tutti. (Band)
- technique and articulation, speed. (Both)
- standard of Excellence pg. 8-9, ex. 19-29. (Band)
- notes and fingerings for the A string, open A, 1st finger B, 2nd Finger C#, 3rd finger D. (Strings)
- whole steps and half steps. (Both)
- D Major Scale. (Strings)
- proper bow hold, exercises for strengthening bow arm. (Strings)
- bow on open strings. (Strings)
- Down bow and Up bow. (Strings)
- Essential Elements pg. 10-13 (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

Students will be able to independently use their learning to:

- play pieces of music involving the first five notes on their instrument.
- count 4/4, and Common time signatures correctly.
- read and perform with improved technique and fluency on their instruments.
- play the D major scale, in tune and with proper form if they play a string instrument.
- properly hold and use their bow to produce sound on their instrument if they play a string instrument.
- begin to understand music's relationship to the other arts and society
- identify

Skills

Students will be skilled at:

- performing pieces independently and in groups containing the notes concert Bb, C, D, Eb and F, repeat signs, in 4/4 and common time (Band).
- generating notes on the staff (Band).
- composing an original ending to an exercise (Band).
- interpreting musical terms. (Both)
- demonstrating pizzicato playing on all of the notes in a D major scale, on quarter note rhythms, in 4/4 time in a group and individually (Strings).
- performing songs containing notes played on the D and A strings (Strings).
- demonstrating on all open strings using the bow, as well as quarter notes for 1st finger E, 2nd finger F# and 3rd finger G on the D string (Strings).
- Listening to performances critically, and making adjustments to improve.
- Creating original musical ideas and melodies.
- Respond to and form personal connections with music