

# Unit 1: Basic Music Fundamentals

Content Area: **Music**  
Course(s): **Concert Band, Concert Band (3 day)**  
Time Period: **1st Marking Period**  
Length: **8 Weeks**  
Status: **Published**

## Unit Overview

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Students will perform elements of music through practice of basic music fundamentals with the purpose of advancing individual and ensemble musical competency. These skills will include producing a characteristic sound on the instrument by knowledge and application of proper embouchure, recognition of specific timbre and color of each instrument, proper instrument carriage, fluency of finger dexterity, understanding of rhythm, and musical competency of scales, lip slurs, and percussion rudiments.

## Transfer

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Students will be able to independently use their learning to...

- Identify differences between instrument timbre.
- Identify the difference between poor and excellent tone quality.
- Identify how to hold their instrument to maximize their sound.
- Identify simple and complex rhythms in a variety of time signatures.
- Develop proper practice habits.

## Meaning

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## Understandings

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Students will understand that...

- Proper embouchure formation will result in a characteristic tone quality.
- Poor instrument carriage will effect the quality of tone.
- Advancement and improvement of finger dexterity, lip slurs, and percussion rudiment exercises will improve the overall skill of the musician.

-Improvement of rhythmic accuracy will increase sight reading skills.

## **Essential Questions**

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Students will keep considering...

- How will instrument carriage affect our tone quality?
- What are the specific mechanics of my embouchure?
- How does individual tone quality affect the tone quality of the ensemble?
- What advanced fundamental exercises will help us advance as a musician and ensemble?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- How to play with proper tone quality on their instrument.
- How to develop a characteristic sound through practice of fundamental exercises.
- How to play in all twelve key signatures.
- How to properly subdivide when encountering complex rhythms.
- Their role within the balance of the ensemble.
- How to practice to maximize advancement.

### **Students will be skilled at...**

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Students will be skilled at...

- Playing with a characteristic tone quality.
- Performing all twelve major scales.
- Performing a variety of both simple/complex rhythms.

## **Academic Vocabulary**

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-Characteristic sound

-Tone quality

-Embouchure

-Long tones

-Lip slurs

-Finger dexterity

-Timbre

-Rudiments

-Major Scale

-Chromatic Scale

-Mini Scale

-Arpeggios

-Scale Pattern

-Chorale

-Vowel Sound

## **Learning Goal**

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Perform basic music fundamentals of the student's instrument to improve individual and ensemble playing.

VPA.1.1.12.B.1

Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

### **Target 1-- Level 1 Retrieval**

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SWBAT identify the differences between poor and excellent tone quality.

VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
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### **Target 2-- Level 2 Comprehension**

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SWBAT perform major and minor scales with a characteristic tone quality at 120 bpm.

VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.

### **Target 3-- Level 3 Analysis**

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SWBAT differentiate between key signatures of all major and minor keys.

VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.

### **Target 4-- Level 4 Knowledge Utilization**

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SWBAT apply concepts of proper basic fundamental techniques to improve as a musician.

VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
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VPA.1.4.12.B.1

Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

## **Summative Assessment**

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- Benchmark Exam
- Performance assessment (individual & group)
- Written tests

## **Formative Assessment and Performance Opportunities**

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- Individual performance
- Ensemble performance
- Self-critique
- Written assessments
- Study and analysis of professional musician and ensembles through audio/video examples.

## **21st Century Life and Careers**

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| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

## **Differentiation / Enrichment**

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### **Differentiation**

- Strategic seating for reduced distraction, enabling better lesson focus.
- Small-group, teacher-monitored learning activities.

### **Enrichment**

- Expand and extend concepts and ideas.
- Students will be provided with additional resources on relative topics.
- Provide students with supplemental resources to expand knowledge base.
- Create experiences for deeper learning.

## **Unit Resources**

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- Foundations for Superior Performance
- Essential Musicianship
- Appropriate individual and ensemble repertoire
- Audio/video examples
- Written tests
- Tuner
- Metronome
- Harmony Director Keyboard