

# Unit 5: Musical Spontaneity

Content Area: **Music**  
Course(s): **Concert Band, Concert Band (3 day)**  
Time Period: **4th Marking Period**  
Length: **8 Weeks**  
Status: **Published**

## Unit Overview

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Students will understand that manipulating the elements of music is a contributing factor to musical artistry. Students will know that basic instrumental arranging skills require theoretical understanding of music composition. Students will learn that the cohesiveness of a piece of music and its ability to communicate a theme can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed.

## Transfer

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

- Improvise works through the conscious manipulation of the elements of music.
- Arrange simple pieces for an instrument using a variety of sound sources and/or analyze prepared scores using music software.
- Evaluate how an artist's technical proficiency may affect the creation of a work.

## Meaning

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## Understandings

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Students will understand that...

- Music can be manipulated based off of historical context of the piece.
- Sightreading music is improved by knowledge of history and culture of the music.
- Composing music will raise the level of musicianship of the performer.

## **Essential Questions**

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Students will keep considering...

- How will a student's prior knowledge of music history, culture, and its elements enhance one's ability to spontaneously read a piece of music?
- How can composing and/or improvising develop a student's overall musicianship?
- Where does creative musical "thought" derive from?

## **Application of Knowledge and Skill**

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

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Students will know...

- How to engage in a musical experience without the use of musical notation.
- How to spontaneously interpret all of the elements of music in a composition.
- How to compose a musical work.
- What usage of articulation is necessary given the historical context of the work being performed.

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

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Students will be skilled at...

- Expressive playing based on the knowledge of all keys.
- Sight-read a variety of band literature.
- Create a composition using prior knowledge of the elements of music.
- Make spontaneous decisions in regards to articulation using their prior knowledge of historical context.

## **Academic Vocabulary**

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- Sightreading
- Composition
- Composing
- Historical context

## **Learning Goal**

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Sightread band literature at a high level based on a variety of concepts including the historical context of the music.

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|----------------|---|
| VPA.1.3.12.B.3 | Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.  |
| VPA.1.3.12.B.4 | Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.                           |
| VPA.1.4.12.B.2 | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. |

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

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SWBAT sight-read a variety of band literature in all keys.

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| VPA.1.3.12.B.3 | Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs. |
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## **Target 2-- Level 2 Comprehension**

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SWBAT perform expressively based on the knowledge of all keys.

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| VPA.1.3.12.B.3 | Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs. |
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## **Target 3-- Analysis**

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SWBAT make spontaneous decisions in regards to articulation using their prior knowledge of historical context.

VPA.1.4.12.B.2

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

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

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SWBAT create a composition using prior knowledge of the elements of music.

VPA.1.3.12.B.4

Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

## **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

