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

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

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

Understandings

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

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

Students will know...

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-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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-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
-Sightreading

-Composition

-Composing

-Historical context

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

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

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.

Target 2-- Level 2 Comprehension
SWBAT perform expressively based on the knowledge of all keys.

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.

Target 3-- Analysis

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

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

-Benchmark Exam

-Performance assessment (individual & group)

-Written tests

Formative Assessment and Performance Opportunities

-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

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

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 knowedge base.

-Create experiences for deeper learning.

Unit Resources

-Foundations for Superior Performance

-Essential Musicianship

-Appropriate individual and ensemble repertoire

-Audio/video examples

-Written tests

-Tuner

-Metronome

-Harmony Director Keyboard