

# Unit 4: Musical Awareness

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

## Unit Overview

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Students will determine how music has influenced world cultures throughout history. Students will evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to music. Students will determine the role of music & music-making in a global society by analyzing the influence of technology on the performing arts for consumers, creators, and performers around the world.

## Transfer

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

- Determine how music has influenced world cultures throughout history.
- Evaluate how exposure to various cultures influences individual, emotional, and kinesthetic responses to music.
- Determine the role of music in a global society by analyzing the influence of technology on the performing arts for consumers and performers around the world.

## Meaning

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## Understandings

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Students will understand that...

- Listening to others within the ensemble and reacting to what they hear will raise musical awareness of the ensemble.
- Reacting to the music of other cultures will broaden your world view.
- Music influences society in a variety of ways.
- Technology has influenced music throughout the past 250 years.

## **Essential Questions**

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Students will keep considering...

- How are musical decisions effected by our surroundings?
- Will a weaker musician play up to a strong ensemble, as will a strong musician play down to a weak ensemble?
- What is being evaluated when listening to a performance?
- What's crucial to a successful performance? What's not?

## **Application of Knowledge and Skill**

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

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Students will know...

- How to listen to others within the ensemble and react to what they hear.
- How to react to the music of other cultures.
- How music influences a society.
- How technology has influenced music throughout the past 250 years.

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

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Students will be skilled at...

- Copying style and articulation from player to player.
- Balancing properly within an ensemble.
- Understanding what role music plays in various cultures and historical eras.
- Listening and determining what role they have within a piece of music.

## **Academic Vocabulary**

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- Style
- Articulation
- Stacatto
- Accent
- Marcato
- Tenuto
- Balance
- Blend
- Stagger Breathing
- Timbre
- Dissonance
- Melody
- Harmony

## **Learning Goal**

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Determine how musical awareness broadens your musical perspective and increases understanding of the music.

VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

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

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SWBAT identify different styles of band literature.

VPA.1.2.12.A.1

Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

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## **Target 2-- Level 2 Comprehension**

SWBAT classify the differences between styles of band literature and how they affect performance.

VPA.1.2.12.A.1

Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

VPA.1.2.12.A.2

Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

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

SWBAT assess how musical styles have impacted world cultures.

VPA.1.2.12.A.2

Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

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

SWBAT critique a performance with knowledge of different musical styles and cultures.

VPA.1.4.12.B.3

Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

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## **Summative Assessment**

-Benchmark Exam

-Performance assessment (individual & group)

-Written tests

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## **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**

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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