| ***High School Instrumental Music / Concert Band Unit 1: Performance***  ***Year-long*** | | | | | |
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| **Targeted Standards**  1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.  1.3.C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.  1.3.C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.  1.3.C.1acc.Cr1a: Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.  1.3Cadv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.  1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.  1.3C.12int.Cr2a: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.  1.3C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.  1.3C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.  1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.  1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.  1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.  1.3C.12int.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.  1.3C.12int.Cr3b: Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.  1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.  1.3C.12prof.Cr3b: Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes. Accomplished  1.3C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.  1.3C.12acc.Cr3b: Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes.  1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.  1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.  1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.  1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.  1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.  1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.  1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.  1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.  1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.  1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.  1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.  1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.  1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.  1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers’ technical skills to connect with the audience.  1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.  1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.  1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers’ technical skills to connect with the audience.  1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.  1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.  1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.  1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.  1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.  1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.  1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances Intermediate  1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.  1.3C.12int.Pr6b: Demonstrate an understanding of the context of the music through prepared and improvised performances.  1.3C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.  1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.  1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.  1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.  1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.  1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances. | | | | | |
| **Rationale and Transfer Goals**:  Participating in an instrumental ensemble fosters creativity, critical thinking, problem-solving, discipline, teamwork, and perseverance. Band students learn best when performances are at the center of the curriculum. As part of the band class, students grades 9 through 12 will prepare for 3 school concerts a year with the opportunities for special auditions and additional community performances. Instead of unit-to-unit teaching, skills will be addressed in different performance contexts. No skill or concept is ever completely finished but built upon with increasing difficulty. Students deepen their understanding while learning variety of band literature in preparation for concerts. | | | | | |
| **Enduring Understandings:**  ***Overarching Understanding:***  Instrumentalists combine an understanding of musical concepts, aesthetics, and delivery to perform in rehearsals, concerts, community functions, festivals and competitions.   1. Interpretation allows for the freedom of musical expression within the confines of the composer’s intent. 2. Etiquette, the professional appearance and behavior of the band, has an effect not only on the overall performance, but on the audience’s experience. 3. Understanding the multiple genres of cultural and historical band literature will enhance the quality of the performance through stylistic accuracy. 4. Performing in a variety of public venues provides a service to the community and demonstrates the importance of music in society. 5. Attending musical performances exposes the musicians to a variety of choral literature and choral groups. 6. Performing in front of an audience raises the level of the performer’s musicianship. | | | | | |
| **Essential Questions**:  ***Overarching Essential Question:***  How do instrumentalists combine their learning about literature, elements of music, proper sound production, audience expectations, and visual appearance to create an effective performance in a variety of performance settings?   1. How does the performer have a responsibility to his/her audience? 2. In what instance should artistic expression be censored? 3. How is feeling or mood conveyed musically? 4. How do band members blend their sounds together? 5. How does tone production, articulation, dynamics, and breathing impact the balance and blend of a band? 6. How does physical appearance and behavior affect the band’s sound or how you are perceived? 7. How does posture affect a performance? 8. How does the historical and cultural significance of the music shape the performance? 9. How does performing outside of the school enhance the level of musical performance? 10. How does music add to a society's culture today? 11. How can bands benefit from listening to each other? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| Identify, Describe, and Apply the following elements of music: Pitch, Dynamics, Tempo, Rhythm, Phrasing, Timbre, Articulation, Harmony, Meter.  Instrumental maintenance / care for the instruments.  Rules of stage etiquette.  History, culture, and significance of composer and literature being studied.  The different genres and periods of band literature.  Performing in a variety of public venues provides a service to the community and demonstrates the importance of music in society.  Performances increase confidence and raise the level of musicianship. | Perform his/her own part with rhythmic, expressive, and pitch accuracy in a concert band setting.  Balance and blend by listening and understanding the other parts in the ensemble.  Understand his/her function in the band, and how to use proper technique to develop range and consistency.  Listen, identify, analyze, and employ the characteristics of a quality instrumental performance from the standpoint of etiquette.  Understand how etiquette and appearance of performer affect audience reaction.  Understand that different performance settings have different rules of etiquette.    Distinguish the characteristics of music that define the various genres and musical periods.  Distinguish the different instrumental techniques needed for different styles of music.  Perform in a variety of settings in the school and community.  Plan an appropriate performance for specific audiences. | | Daily long tone exercises and development of breathing.  Daily scale exercises in major and minor tonalities.  Develop technique through manipulation of scales and scale patterns, thirds, fourths, and fifths.  Daily chordal warmups and instrumental chorales.  Daily tuning exercises.  Sight-reading exercises from “Sight Reading Factory” online site.  Previews of new concert literature to first identify elements of music before learning parts.    Daily breathing, phrase breathing, and natural breathing.  Techniques for crescendo, decrescendo and accented notes.  Articulation exercises.  Discussion about elements of music in each piece of concert literature.  Listening to multiple recordings/watch multiple videos of a piece of concert literature to compare and contrast stylistic choices. Observations of others bands performances.  Teacher-led sectionals to review and correct difficult parts.  Articulation drills to improve diction.  Watch and discuss videos of other bands demonstrating the proper and/or improper use of performance etiquette.  Designate a group of students to demonstrate improper performance etiquette. The rest of the band will observe the performance and list the improper behaviors being demonstrated.  Groups will discuss the observation and the same group will perform again correcting the discussed behavior.  Students will participate in band festivals, concerts, and other school and community ceremonies and events.  Class discussion of concert pieces and historical and cultural significance.  Video clips to introduce time period and cultural significance of each concert piece.  Students will write a research paper on band composer of choice focusing on the life, career, music, and professional development of the composer.  Students will brainstorm possible community and festival venues to perform for the public. They must set up the logistical and musical aspects of the event, including a music program or set list.  Rehearing for winter and spring concerts and Broadway Night. | | Individual performance tests  Observation during rehearsal  Written Quizzes  Part Testing in Sectionals  Recordings of Rehearsals and Concerts for Individual and Group Performance Appraisals using the student-designed performance rubric  Teacher Observation during rehearsal  Performance Tests  Self-Assessment  Rehearse for the final performance using their recollection of interpretation, performance etiquette, and choral literature.  Performances  Written response/concert reflection  Self-Assessment using student-developed performance rubric  Recordings of Rehearsals and Concerts for Individual and Group Performance Appraisals using the performance rubric  Research projects  Quizzes  Performances  Written response/concert reflection  Recordings of Rehearsals and Concerts for Individual and Group Performance Appraisals using the performance rubric |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Know that each instrument is unique and different  Keep a steady beat while performing.  Play in tune in unison with others  Discern dynamic changes in music  Perform with confidence when performing in a group  Follow basic conductor cues for dynamics, cut offs, and entrances  Attempt to blend instrument with the group  Sits with good posture while playing | | Middle School Band Class Curriculum Performance Unit | | Daily warm ups that include:  scales  tonguing exercises  tuning  long tones  instrumental chorales  Move or clap on the beat  Listening/pitch matching and dynamics exercises  Incorporate basic breath entrance and cut-off cues during warm-up exercises to practice every day | |
| **Career Readiness, Life Literacies, and Key Skills**  **9.1** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.   1. Global citizens need to have cultural awareness that comes from studying and thinking critically about a variety of music. 2. Collaboration with other musicians in rehearsal and performance fosters: teamwork, listening skills, respect for others, responsibility, accountability, empathy for others, and cooperation. 3. Cultural Awareness is developed when singing non-western music, music in other languages, or music from a culture other than one’s own.   9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).  9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).  9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). | | | | | |
| **Key resources:**  Teacher-generated worksheets, variety of printed band literature (jwpepper.com), Noteflight music software (noteflight.com), instruments for student practice, “Sight Reading Factory” online sight-reading resource sight-singing, CD/mp3 player, speakers, microphones with stands, classroom recording equipment | | | | | |
| **Interdisciplinary Skills:**  **Physical Education: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships**  **Social Studies: 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.**  **6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.** | | | | | |