| ***High School Instrumental Music / Concert Band Unit 3: Musicianship***  ***Yearlong*** | | | | | |
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| **Targeted Standards**  Proficient 1.3E.12prof.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.  1.3E.12acc.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources.  1.3E.12adv.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions and improvisations that incorporate digital tools and resources.  1.3E.12prof.Cr2a: Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.  1.3E.12acc.Cr2a: Select melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.  1.3E.12adv.Cr2a: Select, develop and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and/or analog tools and resources.  1.3E.12prof.Cr3a: Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.  1.3E.12prof.Cr3b: Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.  1.3E.12acc.Cr3a: Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.  1.3E.12acc.Cr3b: Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.  1.3E.12adv.Cr3a: Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.  1.3E.12adv.Cr3b: Share a portfolio of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.  1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer’s musical and technological skill.  1.3E.12prof.Pr4b: Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.  1.3E.12prof.Pr4c: Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.  1.3E.12acc.Pr4a: Develop and apply criteria to select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer’s musical skill using digital tools and resources.  1.3E.12acc.Pr4b: Describe and provide examples of how context, musical aspects of the composition, and digital media/tools inform prepared and improvised performances.  1.3E.12acc.Pr4c: Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers’ ability to connect with audiences.  1.3E.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the musical characteristics, expressive challenges in the music, and the performer’s musical skill using digital tools and resources.  1.3E.12adv.Pr4b: Examine, evaluate and critique how context, musical aspects of the composition and digital media/tools inform prepared and improvised performances.  1.3E.12adv.Pr4c: Demonstrate how understanding the style, genre, context and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.  1.3E.12prof.Pr5a: Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.  1.3E.12acc.Pr5a: Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.  1.3E.12adv.Pr5a: Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.  1.3E.12prof.Pr6a: Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.  1.3E.12prof.Pr6b: Demonstrate an understanding of the context of music through prepared and improvised performances.  1.3E.12acc.Pr6a: Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.  1.3E.12acc.Pr6b: Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.  1.3E.12adv.Pr6a: Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.  1.3E.12adv.Pr6b: Demonstrate an ability to connect with audience members before and engaging with and responding to them during prepared and improvised performances.  1.3E.12prof.Re7a: Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.  1.3E.12prof.Re7b: Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.  1.3E.12acc.Re7a: Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.  1.3E.12acc.Re7b: Explain how an analysis of the structure, context and technological aspects of the music informs the response.  1.3E.12adv.Re7a: Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.  1.3E.12adv.Re7b: Justify (by using examples) how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.  1.3E.12prof.Re8a: Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.  1.3E.12acc.Re8a: Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.  1.3E.12adv.Re8ea: Examine and cite research from multiple sources to connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.  1.3E.12prof.Re9a: Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.  1.3E.12acc.Re9a: Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.  1.3E.12adv.Re9a: Develop and justify the evaluation of a variety of music based on established and personally developed criteria, digital, electronic and analog features, and understanding of purpose and context.  1.3B.12prof.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  1.3B.12acc.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.  1.3B.12adv.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.  1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. This Performance Expectation is embedded in the following  1.3B.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  Advanced 1.3B.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | | | | | |
| **Rationale and Transfer Goals**:  Music literacy and vital to music performance. Band students need to develop music reading and sight-singing skills. Through daily exposure to a variety of printed music, students begin to make the connection between the printed symbols on the page and the patterns in the music being performed. As students learn to read music, they are able to tackle more complex literature and raise the level of their performance. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  ***Overarching understanding:***  Vocalists analyze and interpret written music for rhythm, pitch, phrasing, form, meter, and dynamics in order to read and perform.   1. Music literacy is vital for good performance. 2. There is a hierarchy of note values that remain consistent regardless of meter. 3. Each pitch correlates with a distinct solfege syllable and/or scale degree and a distinct place on the staff. 4. The central tone can be discovered by analyzing the pitch relationships within a melodic line. 5. Through the use of movable "do,” the interval names and sound recognition remain the same from one key to another. 6. By mastering the basic elements of sight reading, students will have the tools to interpret the music on a higher level. | | | | | |
| **Essential Questions**:  ***Overarching essential question:***  Why is it important for a vocalist to be able to read music notation?   1. How does each note relate to one another rhythmically and mathematically? 2. How do scales help in the development of individual musicianship? 3. What notes and scale degrees are strongly connected in a major key? 4. How does the shape of the musical phrase determine the dynamics? | | | | | |
| **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*** |
| How to recognize each rhythmic note in context of meter.  Recognize melodic or chordal patterns.  Recognize form and repetition in melody.  Know major and minor scales and/or scale degrees  Recognize errors in a complex multi-part piece of music. | Write out the rhythmic notation under each note.  Perform major and minor scales in a variety of patterns. Recognize scale patterns within a piece of concert band music.  Recognize key signatures and determine the major or minor key in a concert band piece. | | “Sight Reading Factory” online sight reading resource for classroom ensembles.  Daily warmups of major and mior scales that relate to our current concert band literature.  Students will read simple melodies and identify the scale patterns in music.    Students will analyze a melody from band literature by finding the key signature and then write the rhythm and note names under each note.  Ensemble rehearsal that develops a group sound through tone, tuning, and matching of articulation.  Analyze a band score of their choosing and analyze the melodic line for breath, phrasing, dynamics and diction. They will mark the score and be able to teach the class the aspects that will make a good performance | | Worksheet Completion  Participation/Performance  Participation/Performances  Student Self-Assessment  Scale Tests  Teacher Observation |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Printed music reads from right to left on the page  Each note has both a distinct fingering and a distinct length  Basic rhythm notation reading including quarter notes, half notes, eighth notes, and quarter rests.  The notes names in the treble and bass clef.  Basic dynamics notation including piano, forte, crescendo, and decrescendo | | Middle School Band Class Curriculum Musicianship Unit  Middle School General Music Curriculum 5-8 Grade | | Practice tracking parts through unison music and gradually increase difficulty  Clap, write, and perform simple rhythms using quarter notes, half notes, eighth notes, and quarter rests.  Note name flash cards  Add dynamics focus to warm-up exercises | |
| **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 performing 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.** | | | | | |