

# Oct. Band 6-8

Content Area: **Music**  
Course(s):  
Time Period: **October**  
Length: **4-6Weeks**  
Status: **Published**

## Unit Overview

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### Creating ★ Connecting ★ Performing ★ Responding

A. Knowledge and skills that increase aesthetic awareness in music.

1.1.8.B.CS2

B. Refine perceptual, physical and technical skills 1.3.8.B.2 ; 1.4.8.A.CS3; 1.3.8.B.CS3

## Enduring Understandings

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Music is made up of complex rhythms and sounds.

Playing music requires dedication and practice.

## Essential Questions

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What techniques and skills must a musician acquire to enhance their musical abilities?

## Instructional Strategies & Learning Activities

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A. **Describe** the sound of their instrument. What is easy or difficult about playing the student's specific instrument.

- Record** materials and practice time in a journal (lesson book).
- Posture, no talking, being on time.
- Being prepared- instrument, music
- Paying attention, no gum chewing
- Embouchure, breath support

B. Rhythms - **identify**

- up and down beat
- Whole note/whole rest

- Half note/half rest
- Quarter note/quarter rest
- Dotted half note
- Eighth notes/rests
- Tied notes
- Sixteenth notes/rests
- Clap an even pulse, tap foot
- Hand position
- Stick release
- Concert Bb, Eb scales

### **Dynamics**

- Fortissimo
- Pianissimo

### **Tempo**

- Pulse
- Allegro
- Moderato
- Andante
- Fermata
- Ritardando

**Perform** regular exercises to build physical strength and performance skills and dexterity on instrument.

### **Tonguing**

- Basic
- Staccato
- Accents
- Slurs

### **Rudiments**

- double stroke roll
- paradiddle
- flam tap
- 5 & 9 stroke rolls
- 4/4 or Common Time
- 2/4
- 3/4

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## **Integration of Career Readiness, Life Literacies and Key Skills**

WRK.9.2.8.CAP

Career Awareness and Planning

WRK.9.2.8.CAP.3

Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

WRK.9.2.8.CAP.5

Develop a personal plan with the assistance of an adult mentor that includes information

	about career areas of interest, goals and an educational plan.
TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

## **Technology and Design Integration**

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There is no technology integration in performance band.

## **Interdisciplinary Connections**

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Music reached across many disciplines.

## **Differentiation**

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### **IEP and 504 accommodations**

Students skills drive instructional levels.

## **Modifications & Accommodations**

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As needed.

## **Benchmark Assessments**

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Performance growth.

## **Formative Assessments**

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- A. Students will develop an understanding of the instruments of the band through answering questions about their experiences. Students will communicate verbal responses to questions.

**B.** Students will recognize rewards of achievement through regular practice.

- Clap and tap an even pulse, perform on instruments.

- Demonstrate through performance on instruments the understanding of dynamics, tempo, and tonguing.

## **Summative Assessments**

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Performance

## **Instructional Materials**

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Instrument Method Book  
(Intermediate Volume)

Band Music for Winter Concert

Concert Scale Sheets

## **Metronome**

## **Standards**

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MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12int.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12int.Re8	Interpreting intent and meaning.
MU.K-12.1.3C.12int.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.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.
MU.K-12.1.3C.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.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire

of music through prepared and improvised performances.

MU.K-12.1.3C.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.

MU.K-12.1.3C.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.

MU.K-12.1.3C.12int.Pr6b

Demonstrate an understanding of the context of the music through prepared and improvised performances.

MU.K-12.1.3C.12int.Re7b

Describe how understanding context and the way the elements of music are manipulated inform the response to music.

MU.K-12.1.3C.12int.Re8a

Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).

MU.K-12.1.3C.12int.Cn11a

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.