April Band 6-8 April

Content Area: **Music**
Course(s):
Time Period: **April**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Creating □ Connecting □ Performing □ Responding

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

B. Perceptual, physical and technical skills

C. Arts elements and media

D. Design skills for planning the form and function of space, structures, objects, sound and events.

Enduring Understandings

Music is nade up of complex rhythms and sounds.

Playing music requires dedication and practice.

Essential Questions

How do we improve our playing of music?

Instructional Strategies & Learning Activities

1. **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

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
•Embouchure, breath support
•Hand position
•Stick release
Staff
•Repeat sign
•D.C. al Fine/D.C. al coda
•Coda
•Fine
•1st & 2nd endings
•Staccato
•Breath mark
•Key signature
•3/4 time signature
•One measure repeat
•Key signature

C. Demonstrate perceptual awareness of conductor's signals by utilizing:
•Tempo
•Loud/soft
•Entrances and cut-offs
•Meter
•Fermata

Integration of Career Readiness, Life Literacies and Key Skills

	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

Technology and Design Integration

There is no technology integration in performance band.

Interdisciplinary Connections

LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Differentiation

Students skills drive instructional levels.

Modifications & Accommodations

504 and IEP accommocations will be utilized.

Benchmark Assessments

Performance Growth

Formative Assessments

1. 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.

•Say note names, play scale on instrument.

•Continue performing regular exercises that include all mentioned skills.
•Identify terms and symbols.

•Continue performing regular exercises.

C. Respond correctly to cues from the conductor through the context of performance.

D. Students take part in production of their segment of the spring concert, including ensemble sound,

blend and conductor view.

Summative Assessments

See above.

Instructional Materials

Instrument Method Book
(Intermediate Volume)

Band Music for Spring Concert

Concert Scale Sheets

Metronome

Standards

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.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.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
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.12int.Pr6	Conveying meaning through art.
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.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12int.Re8	Interpreting intent and meaning.
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).
	Interconnection
1.3C.12int.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.