Nov. Orchestra 6-8

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

Unit Overview

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

Music is made up of complex rhythms and sounds.

Playing music requires dedication and practice.

Essential Questions

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

Instructional Strategies & Learning Activities

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,
•Bow hold

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
•Bow Holds
•Hand position
•Concert D, G scales

Dynamics
•Fortissimo
•Pianissimo
•Crescendo
•Decrescendo

Tempo
•Pulse
•Allegro
•Moderato
•Andante
•Fermata
•Ritardando
•Moderato
•Andante

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

Bowings
•Up/Down Bows
•Staccato
•Slurs

Time Signatures
•4/4 or Common Time
•2/4
•3/4

Terms-identify
•High, Low
•Melody, Harmony
•Sharp, Flat
•Divisi
•Natural
•Phrase
•Accidental
•Intonation
•Pick-ups

Integration of Career Readiness, Life Literacies and Key Skills

9.4.5.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT	Critical Thinking and Problem-solving
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Technology and Design Integration

There is no technology integration in performance orchestra.

Interdisciplinary Connections

Music reached across many disciplines.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.

- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students skills drive instructional levels.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

As needed.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Performance Growth.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Students will develop an understanding of the instruments of the orchestra 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 bowings.
•Answer questions re: melodies in lesson book concerning the rise and fall of the musical line.

•Perform exercises loud, soft.

•Produce a pleasing tone on their instrument

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Performance

Instructional Materials

Instrument Method Book
(Intermediate Volume)

Orchestra Music for Winter 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.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).
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.