

# May. Orchestra 6-8

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

## Unit Overview

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### 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

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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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How do we improve our playing of music?

## Instructional Strategies & Learning Activities

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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
- Tempo changes

#### **D. Develop and design a concert program.**

- Design the rehearsal space and seating arrangement in band.

#### **E. Students will offer constructive critique of their own and others' work.**

##### **Items to critique:**

- Correct rhythms
- Correct notes

- Correct dynamics

Students will critique ensemble performance during rehearsal and/or concert.

Items to critique:

- Tempo
- Dynamics
- Blend/balance
- Tone quality

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

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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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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.
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## **Differentiation**

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Students skills drive instructional levels.

## **Modifications & Accommodations**

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504 and IEP accommodations will be utilized.

## **Benchmark Assessments**

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Performance Growth

## **Formative Assessments**

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1. **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.
  - 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.
- E.** Critique their own tone quality.
  - Check for accuracy in the playing of examples from the lesson book or band music.
  - Complete a critique checklist in band rehearsal and from listening to an audio recording of a performance

## Summative Assessments

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See above.

## Instructional Materials

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Instrument Method Book  
(Intermediate Volume)

Band Music for Spring Concert

Concert Scale Sheets

## Metronome

## Standards

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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.Pr5	Developing and refining techniques and models or steps needed to create products.
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.Pr6	Conveying meaning through art.
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.Re8	Interpreting intent and meaning.
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.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.