

# Jan. Orchestra 6-8

Content Area: **Music**  
Course(s):  
Time Period: **January**  
Length: **6-8 Weeks**  
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.** 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
  - 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

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

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|-----------------|---|
| 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 connects to all disciplines.

## **Differentiation**

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Students skills drive instructional levels.

## **Modifications & Accommodations**

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IEP and 504 accommodations

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.

- Say note names, play scale on instrument.
- Continue performing regular exercises that include all mentioned skills..

## Summative Assessments

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Performance

## 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.