

# 04 Balance/Blend - 6-8 Instrumental Music 2019

Content Area: **Music**  
Course(s):  
Time Period: **Full Year**  
Length: **On- Going**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

In order to achieve a high-level of musicianship, students must understand that quality performances are based on the balance and blend of the individuals and sections within the ensemble in varying situations.

### CONTENT AREA STANDARDS

### RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.

### STUDENT LEARNING TARGETS

#### Declarative Knowledge

Students will understand that:

- The balance of the different parts of a selection are essential to the overall combined sound.
- The pyramid of sound is a concept that requires the bass sounding instruments to be the most prominent while the higher pitched instruments may be less prominent.
- The concept of the pyramid of sound is essential to the balance of an ensemble.

## Pyramid of Sound

### **Procedural Knowledge**

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Students will be able to:

- Demonstrate a developing understanding of a balanced ensemble.
- Evaluate the balance of the ensemble aurally by identifying sections that are too loud and/or too soft and work towards adjusting as needed.
- Demonstrate a developing characteristic tone for their instrument.

### **EVIDENCE OF LEARNING**

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#### **Alternative Assessments**

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- Performance
- Teacher/Student Conferences

#### **Formative Assessments**

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- Performance Assessment
- Discussion & Analysis
- Verbal Evaluation
- Performance Critiques

## **Summative Assessments**

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- Performance Critiques
- Performance Assessments

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Warm-Up Packet/Method Books
- Rhythmic Exercises
- Rhythmic Sight-Reading
- Meter
- Beat
- Selected Repertoire

## **INTERDISCIPLINARY CONNECTIONS**

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### **Career Readiness**

Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. Work productively in teams while using cultural global competence.

### **Technology/Multimedia**

Educational tech applications

### **Sciences and Health**

Experimentations

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

