

7th Grade Beginning Band

Winter Concert Unit – October 13 - December 19, 2014

Joseph Hasty

Band Director

Standards/ Elements	<p><u>MMSBB.2 - Performing on instruments, alone and with others, through a varied repertoire of music</u></p> <p>a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.</p> <p>b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises.</p> <p>c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.</p> <p>d. Demonstrate all performance skills through “at-sight” performance of music literature at the appropriate level.</p> <p><u>MMSBB.3 - Reading and notating music</u></p> <p>a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p> <p>b. Define and describe the musical terms incorporated in the literature as well as identify key signatures.</p> <p>c. Demonstrate a steady beat as well as rhythms and meters through a systematic counting procedure.</p> <p><u>MMSBB.6 - Listening to, analyzing, and describing music</u></p> <p>a. Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords.</p> <p>b. Compare and contrast musical works based on genre and culture.</p> <p><u>MMSBB.7 - Evaluating music and music performances</u></p> <p>a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations.</p> <p>b. List strengths and weaknesses in performance, and suggest areas of improvement.</p> <p>c. Identify the interpretations of the band during a performance, and analyze their effectiveness in relation to the intent of the composer.</p> <p><u>MMSBB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts</u></p> <p>a. Describe how music relates to fine arts and other disciplines.</p> <p>b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period.</p> <p>c. Identify major time periods and describe music’s influence on that time period.</p> <p>d. Identify the influence of music on society and society’s influence on music within a given time period.</p> <p><u>MMSBB.9 - Understanding music in relation to history and culture</u></p> <p>a. Describe the characteristics of music from different cultures.</p> <p>b. Analyze American and other genres of music in relation to its historical and cultural context.</p> <p>c. Identify genres, styles, and composers within specific time periods.</p>
Essential Questions	<p>What role does posture play in good instrumental technique?</p> <p>Why are blend and balance important to a performing ensemble?</p> <p>How does a musician’s ability to sight-read impact his/her musical potential?</p> <p>How do music and history influence each other?</p>
Enduring Understandings	<p>Good tone quality is created by correct technique.</p> <p>Music is a personal experience.</p> <p>Each music performance is unique.</p> <p>History and culture influence music.</p>
Essential	<p>Key Signature D.C. al Fine Marcato Embouchure</p>

Vocabulary	Fermata Harmony Tie Accent	Slur Phrase Multiple Measure Rest Natural	Staccato Accent Tenuto Articulation	Precision Interval Trio	
Learning Format (Check All That Apply) Whole Group 🎵 Cooperative Group 🎵 Flexible Group 🎵 Collaborative Pair 🎵 Individual 🎵	Technology Usage Teacher: Power Point Presentation Sibelius Notation Software Tablet Student:		Assessment (Check All That Apply) Performance Task 🎵 Project Class Presentation 🎵 Test/Quiz Homework		
	Monday	Tuesday	Wednesday	Thursday	Friday
Warm-Up/Hook	Physical & Instrumental Warm-Up	Physical & Instrumental Warm-Up	Physical & Instrumental Warm-Up	Physical & Instrumental Warm-Up	Physical & Instrumental Warm-Up
WICOR (Reading and Writing)	<ul style="list-style-type: none"> Students will write a descriptive narrative on a musical performance. Students will focus on performance elements, historical significance, and relationship to culture. Students will define musical vocabulary terms and be able to apply the terms in performance scenarios. 				
Resource Materials	Sight-Reading packet, Winter Concert music, folder, pencil.				
Instructional Activities/Strategies	Sight Reading. Rehearse Winter Concert music.	Listening/ Writing Activity. Sight Reading. Rehearse Winter Concert music.	Rhythm Vocabulary. Practice. Sight Reading. Rehearse Winter Concert music.	Vocabulary Terms. Sight Reading. Rehearse Winter Concert music.	Sight Reading. Rehearse Winter Concert music.
Differentiation	<p>ALL students are expected to achieve mastery for performances.</p> <p>Low achieving students are given more time, multiple chances, online resources, mentors, special testing, and special seating in the ensemble.</p> <p>High achieving students are given leadership opportunities (section leader, mentor or buddy, directing opportunities, small group ensemble work at higher levels, opportunities to create program notes, multi-media presentations, instrument accompaniments and dance routines)</p>				
Depth of Knowledge:	<p>Students at DOK 1 are able to recall facts, terms, musical symbols, and basic musical concepts, and to identify specific information contained in music (e.g., pitch names, rhythmic duration, voice and instrument classification, music history).</p> <p>Students at DOK 2 engage in mental processing beyond recalling or reproducing a response. Students begin to apply pitch relationships while singing (e.g., so-do), perform accurately on an instrument, and begin to self-assess their own performance. They can explain and interpret contrasting styles and genres. Students can hear and recognize basic forms (e.g., ABA, strophic), intervals, and rhythmic patterns. Students will sight-read independently.</p> <p>In DOK 3, students demonstrate more complex and abstract thinking in their musical performance. Students play or sing in a group, responding to the cues of the conductor. In this situation, they will use aural skills to blend, balance, and sing in-tune; apply pitch and rhythmic accuracy; express elements, articulation, diction, and phrasing. Students begin to play</p>				

	independent parts in an ensemble.
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