

Unit 1

Title of Unit	Elements of Music	Grade Level	High School
Curriculum Area	Band	Time Frame	Three months
Developed By	Christine Dorantes		
Identify Desired Results (Stage 1)			
Content Standards			
<p>1.1.12.B1 Students will perform quality literature containing the elements of music (rhythm, melody, harmony, form, & color)</p> <p>1.3.12.B1 Students will examine the application of the elements in a variety of works.</p> <p>1.3.12.B2 Students will examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in musical compositions.</p> <p>1.4.12.A2 Students will gain understanding and begin to hypothesize as to the composer's intent through his usage of the elements of music.</p> <p>1.4.12.B1 Students will formulate criteria using their observations of the basic elements and how they are designed throughout a particular work.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<p>The grand master scale in all twelve keys. Circle of 4ths. Internal pulse in relation to a piece. Rhythm accuracy is paramount when playing in an ensemble. Balance & blend is part of the teamwork needed when playing together. Chord voicing affects the way one plays and tunes. Full Ensemble Tuning Exercises.</p>		<p>How does an understanding of the musical elements enrich the performer's and audience's experience?</p> <p>What progression should be taken in order to provide a</p>	<p>Why does the entire band have to have a collective pulse? Predict what would happen if everybody had different pulses.</p>

Related Misconceptions	taken in order to provide a sound foundation for a musical experience?	
<ol style="list-style-type: none"> 1. Only one part should be the loudest. 2. Playing faster is better. 3. Playing louder is better. 4. Rhythm is not as important as pitch. 	<p>What is the role of a musician?</p>	<p>What would happen if one section was louder than the rest?</p> <p>In what ways can an ensemble sound improve a performance?</p>
Knowledge Students will know...	Skills Students will be able to...	
<ol style="list-style-type: none"> 1. How to play in all twelve key signatures. 2. How to properly subdivide when encountering complex rhythms. 3. How to properly tune their instruments in a broader spectrum while performing in both easy & difficult keys. 4. Their role within the balance of the ensemble. 5. The role of each instrument in an ensemble. 6. How to properly care for their instrument. 	<ol style="list-style-type: none"> 1. Examine how aspects of the elements are organized and manipulated to establish unity in various compositions. 2. Analyze how the elements of music are manipulated in prepared musical scores. 3. Speculate on the artist's intent, using and citing embedded clues to substantiate an informed opinion. 5. Perform a variety of both simple/complex rhythms. 6. Hear their role within chords and adjust their pitch accordingly. 7. Assess whether they are melody, counter-melody, or accompaniment and then balance appropriately within the ensemble. 	
Assessment Evidence (Stage 2)		
Performance Task Description		

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Students will further develop the artistic value of music through a better understanding of its variety of elements.

1. Scale tests.
2. Rhythm tests.
3. Students will be assigned a part tests.
4. Smart Music assignments.
5. Peer evaluations.

Other Evidence

Students will read/perform a variety of band literature from an extensive library of music.

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been? How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Students may or may not have prior band experience when taking this class. They also may or may not remember how to read music. This first unit will be the longest because there is usually a spectrum of catch up and preparation that needs to be made in the first few months of an ensemble. Public performances will be a motivating factor and important milestones that will allow students to self reflect, assess, and grow as artists.

- Students will learn and practice all major scales in their respective instruments.
- The essential elements books will be used as a basis for technique and instruction. <https://www.halleonard.com/ee/band/> Students will work towards playing songs that are appropriate for their musicianship skills, and then work as an ensemble.
- Students will begin sectionals after school during the 3-4 hour to extend and maximize instruction. This will give the students a chance to practice with their peers in a smaller environment and for the teacher to work on instrument specific techniques.
- Students will watch different musicians and ensembles to determine what constitutes an effective performance. Students will generate a rubric based on this.

Unit 2

Title of Unit	Musical Expression	Grade Level	High School
Curriculum Area	Band	Time Frame	Two Months
Developed By	Christine Dorantes		
Identify Desired Results (Stage 1)			
Content Standards			
<p>1.1.12.B2 Students will utilize their knowledge of the elements in the deconstruction and performance of complex band literature from diverse cultural contexts.</p> <p>1.4.12.A1 Students will use contextual clues to differentiate between unique and common properties and be able to interpret the cultural implications of works of music.</p> <p>1.4.12.A3 Students will develop intuitive musical expression to a variety of band literature using historical significance, cultural context, and originality as criteria for one's own interpretation.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<ol style="list-style-type: none"> 1. Dynamics & variations differentiate good performances from great performances. 2. Developing articulation through phrasing. 3. The importance of silence and rests. 4. One person's part is a small piece in the big "musical picture." 5. The composer wrote in musical instructions to help musicians perform it with their intent. 		<p>How does musicality affect the style of a piece?</p> <p>How does adding musical expression to a piece of music enhance its performance?</p>	<p>What impact does phrasing have on a piece of music?</p> <p>How can articulation change a phrase?</p> <p>Would you agree with completely ignoring the composer's intent and playing</p>
Related Misconceptions			

<ol style="list-style-type: none"> 1. All music should be played loud. 2. My part is the most important part. 3. You can just "feel" the music. 4. One should ignore the composer's intent and meaning. 	<p>a piece however you want?</p> <p>When playing a new song, how do you prioritize musicality?</p>
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>
<ol style="list-style-type: none"> 1. How to use dynamics and articulation to give a piece proper phrasing. 2. How to play music with appropriate phrasing. 3. General phrasing tendencies. 4. Historical and cultural stylistic differences and how to apply them to various works. 5. How to read and interpret a score with score markings. 6. How to mark up their own scores to enhance musical performances. 	<ol style="list-style-type: none"> 1. Perform with appropriate dynamics and articulation. 2. Assess where the high and low points in a phrase, are and use dynamics accordingly. 3. Memorize basic phrasing rules and apply them in music. 4. Classify styles of different cultures 5. Synthesize knowledge of the elements of music in a performance of musical compositions from diverse cultures. 6. Consider contextual clues to differentiate between unique and common properties and to discern the cultural implications. 7. Develop informed personal responses to a variety of works using historical significance, cultural context, and originality as criteria.
<p>Assessment Evidence (Stage 2)</p>	
<p>Performance Task Description</p>	

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Students will nurture creativity through musical expression by eliciting aesthetic and intellectual responses.

1. Students will play through a piece, followed by a quiz on what time period and/or culture it originated.
2. Students will be given a piece and asked to play it in a certain style.
3. Students will read aloud a passage from a song while being evaluated on the musical markings.
4. Students will perform several different rudiments to practice musical expression.
5. Students will play through their repertoire and record it to self-assess whether they are actually performing with expression.

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of **ALL** students, without compromising the goals of the unit?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of **ALL** students?

Musical expression is a step towards musical interpretation and independence. To hook students into this unit, I suggest playing a variety of different quality instrumental ensembles from around the world. This will inspire students to play at a high level. Another great example would be a guest artist that could work with students for the day. Recording students is a key component of this unit. This will allow students to own their musicianship and their musical style.

- Students will begin a practice journal to set weekly goals. At the end of the week they will review their journal with their teacher and peers to reflect on their practice and performance.
- Students will reinforce their playing techniques and musicianship by preparing for the winter concert, which will be a formative assessment.
- Students will record themselves and assess their use of musicianship skills to self evaluate their performances. The whole band will eventually do this as well.
- Students will eventually get used to watching themselves perform and assessing their performances objectively.

Unit 3

Title of Unit	Musical Awareness	Grade Level	High School
Curriculum Area	Band	Time Frame	Two Months
Developed By	Christine Dorantes		
Identify Desired Results (Stage 1)			
Content Standards			
<p>1.2.12.A1 Students will determine how music has influenced world cultures throughout history.</p> <p>1.2.12.A2 Students will justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.4.12.A4 Students will evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to music.</p> <p>1.4.12.B3 Students will determine the role of music & music-making in a global society by analyzing the influence of technology on the performing arts for consumers, creators, and performers around the world.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical

<ol style="list-style-type: none"> 1. Ensemble awareness as an essential part of musicianship. 2. Experiencing the music of different cultures influences musical sensitivity. 3. Music is a tool for social and artistic purposes. 4. All people who play music are musicians. All musicians can be aware. 5. Music has an internal pulse that can be fluid. 	<p>How are musical decisions made in music?</p> <p>How can you evaluate a performance?</p> <p>What's crucial to a successful performance? What's not?</p>	<p>Will a weaker musician play up to a strong ensemble, as will a strong musician play down to a weak ensemble?</p> <p>Is tuning a proactive or reactive process? What is important to listen for when playing with an ensemble?</p>
Related Misconceptions		
<ol style="list-style-type: none"> 1. One must be an expert to be a musician. 2. Music is different in each culture with no connections to other music. 3. One can not learn from music different than their own. 4. An ensemble should just play the right notes and rhythms. 		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	
<ol style="list-style-type: none"> 1. To listen to others within the ensemble and react to what they hear. 2. How to appraise the music of other cultures. 3. In what ways music influences a society. 4. How technology has influenced music throughout the past 250 years. 	<ol style="list-style-type: none"> 1. Copy style, articulation from player to player and from different genres. 2. Balance properly within an ensemble. 3. Appreciate what role music plays in various cultures and historical eras. 4. Listen and determine what role they have within a piece of music. 5. React musically and with their bodies to the ebb and flow of music. 	
Assessment Evidence (Stage 2)		

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

1. Question the students on their historical perspective of composers.
2. Evaluate recordings of ensemble performances.
3. Quiz ensemble members on where the melodies lie within a given part to a given work.
4. Have students write melodies and counter melodies.

Other Evidence

Dalcroze Eurythmics

- <https://www.youtube.com/watch?v=yMLp5bjl5aY>
- <https://www.youtube.com/watch?v=cUITkrWvvNQ>
- <https://www.youtube.com/watch?v=QV2Ki9akikw>

Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
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- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Musical awareness is a stepping stone to musical independence. In order to develop musical awareness, students need to be past the rudimentary parts of playing instruments. By this unit, hopefully the students will be comfortable enough with their musicianship to get out of their scores and really participate in the ensemble.

This unit is designed to help students determine the role of music in a global society, as well as their role in the music making process.

- Students will choose skill appropriate music to perform at their spring concert.
- Students will watch and perform music to assess it for meaning and structure.
- The weekly practice journal will change to a more specific format this marking period. There is an added section where students notate music that is challenging. This will help them identify which playing skills they need to practice. <https://drive.google.com/drive/u/0/folders/0B61kyXD0sg94dmZobmNTUXIZdXM>
- Students will continue to record and assess themselves, and then will watch each other's videos as well.

Unit 4

Title of Unit	Musical Spontaneity & Interpretation	Grade Level	High School
Curriculum Area	Band	Time Frame	Two Months
Developed By	Christine Dorantes		
Identify Desired Results (Stage 1)			
Content Standards			
<p>1.3.12.B3 Students will understand that manipulating the elements of music is a contributing factor to musical artistry.</p> <p>1.3.12.B4 Students will know that basic instrumental arranging skills require theoretical understanding of music composition.</p> <p>1.4.12.B2 Students will learn that the cohesiveness of a piece of music and its ability to communicate a theme can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<ol style="list-style-type: none"> 1. Developing Spontaneous Response in All Keys. 2. There is music theory behind the notes in a song. 3. Scale Mastery can lead to free form expression. 4. One needs a knowledge of composition to be able to improvise. 5. Looking at a score is a multifaceted task. 		<p>How can composing and/or improvising develop a student’s overall musicianship?</p> <p>Where does creative musical “thought” derive from?</p>	<p>How will a student’s prior knowledge of music history, culture, and its elements enhance one’s ability to spontaneously read a piece of music?</p>
Related Misconceptions		<p>What is live music?</p> <p>What is authentic music making?</p>	

<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>
<ol style="list-style-type: none"> 1. How to engage in a musical experience without the use of musical notation. 2. How to interpret all of the elements of music in a composition. 3. How to compose a musical work. 4. What usage of articulation is necessary given the historical context of the work being performed. 	<ol style="list-style-type: none"> 1. Expressively play based on the knowledge of different keys. 2. Sight-read a variety of band literature. 3. Create a composition using prior knowledge of the elements of music. 4. Make spontaneous decisions in regards to articulation using their prior knowledge of historical context.
<p>Assessment Evidence (Stage 2)</p>	
<p>Performance Task Description</p>	
<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<ol style="list-style-type: none"> 1. During lessons, students will run through all scales from memory, and then improvise based on those scales. 2. Play a song using no key center or prior rules given by instructor. 3. Student will perform and record one's own musical creation(s). Teacher will evaluate where these ideas are going and produce feedback. 4. Students will evaluate each other's compositions and performances.
<p>Other Evidence</p>	
<p>Learning Plan (Stage 3)</p>	

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of **ALL** students, without compromising the goals of the unit?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of **ALL** students?

In this unit students will enhance the neurological process by activating more areas of the brain simultaneously than any other endeavor, equipping students with a significant advantage for intellectual development and musical spontaneity. This unit will allow students to own all the concepts they learned previously in their own compositions. This will give them a new appreciation for written scores and historical context.

Sequence:

- Students will engage in informal music making by “covering” a song that they enjoy. This can be in sections of mixed into groups.
- Students will re-write a song that they already know to play in the spring concert.
- <https://www.youtube.com/watch?v=En1BApnx3Co>
- Students will choose a nursery rhyme and transpose it to a minor, or modal song. This will allow students some compositional practice, while keeping the structure of the song intact.
- Students will then compose 8-16 measure songs based on a scale with a certain set of parameters. The goal will be to compose songs that other people will be able to play. <https://docs.google.com/document/d/12yPsOn27NzhQKRHs-GzQzgdg6wD-0S5Yu3ISXYd0AqA/edit>
- Students will then play somebody else’s composition. The original composer will grade their playing test based on accuracy and musicality.
- Students will organize a concert with the class compositions based on a theme of their choosing.

