

**Unit 3: Musical Growth**  
**Concert Band**  
22 Class Meetings

Created July 2020

**Essential Questions**

- How does understanding the structure and context of the music influence a response?
- How do performers interpret musical works?
- How do we judge the quality of musical work(s) and performance(s)?

**Enduring Understandings with Unit Goals**

**EU 1:** Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

- Assess the quality of work performed in the Winter Concert.
- Evaluate skills and concepts learned.
- Speculate progress of development for the rest of the year.

**EU 2:** Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

- Compare and contrast the connection of music to specific interests or experiences for a specific purpose.
- Analyze how social events and music affect and are influenced by each other.

**Standards**

**Common Core State Standards:**

- **MU:Pr4.3.8a** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing)
- **MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- **MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- **MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.
- **MU:Re7.2.8a** Compare how the elements of music and expressive qualities relate to the structure within programs of music.
- **MU:Pr5.1.7a** Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform
- **MU:Re7.2.7a** Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

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**ISAAC Vision of the Graduate Competencies**

- Competency 1:** Write effectively for a variety of purposes.  
**Competency 2:** Speak to diverse audiences in an accountable manner.  
**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.  
**Competency 4:** Analyze and solve problems independently and collaboratively.  
**Competency 5:** Be responsible, creative, and empathetic members of the community.

**Unit Content Overview**

**1. Assessing Our Musicianship**

- Evaluating previous recordings and performances.
- Reflecting on progress made.
- Identifying strengths and areas of growth of both the individual and ensemble.
- Speculate future progress for the remainder of the year.
- **Vocabulary-** Evaluate, Reflect, Musicianship,

**2. Instrumental Performance**

- Perform music in an expressive and culturally authentic manner
- Demonstrate musical concepts through performance.
- Explain what defines a quality performance.
- **Vocabulary-** Expression, Form, Recapitulation, Theme,

**Interdisciplinary Connection:**

- Language Arts - Word Problems
- Science – Word Problems
- Social Studies- History

**Daily Learning Objectives with *Do Now* Activities**

**Students will be able to...**

- Reflect on the musical performance process.
- Interpret the musical intent of *Piece #1*.
- Analyze *Piece #1* through sight reading.
- Perform the main theme of *Piece #1* with 75% note and rhythmic accuracy.
- Play the A section of *Piece #1* with 75% note and rhythmic accuracy.
- Compare and contrast the A section and B section of *Piece #1*.
- Perform the recapitulation in *Piece #1*.
- Interpret the musical intent of *Piece #2*.
- Outline the form of *Piece #2*.
- Perform a *new scale* in whole notes at 90 bpm.
- Construct a practice plan for *Piece #2*.
- Play the main theme of *Piece #2* with 75% note and rhythmic accuracy.

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- Evaluate how the main theme changes throughout *Piece #2*.
- Compare and contrast the A section and B section of *Piece #2*.
- Predict the musical development and growth of the individual and ensemble for the remainder of the year.
- Perform the recapitulation in *Piece #2*.
- Compare and contrast the musical elements and overall intent of *Piece #1* and *Piece #2*.
- Play *new scale* in half notes at 90 bpm.
- Demonstrate proper maintenance and cleaning habits of instruments.
- Interpret the musical intent of *Piece #3*.
- Analyze *Piece #3* through sight reading.
- Perform the main theme of *Piece #3* with 80% note and rhythmic accuracy.

**Instructional Strategies/Differentiated Instruction**

- Lectures with notes
- Guided notes
- Student-led instruction
- Independent problem-solving
- Collaborative problem-solving
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework

**ELL Differentiated Instruction**

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessments

**Assessments**

**FORMATIVE ASSESSMENTS:**

- Warm-ups (SBAC)
- Whiteboards
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Student-led instruction
- Homework

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- Real Number Scavenger Hunt Performance Task
- Future Rubric Assessment in 2021-2022

**SUMMATIVE ASSESSMENTS:**

- Playing Quiz
- Quiz 1
- Real Number Scavenger Hunt Performance Task

**Unit Task**

**Unit Task Name:** Oh, the Places We'll Go Performance Task

**Description:** Students will reflect on their progress in the ensemble and as an individual through either written or verbal reflection. This reflection will identify the student's strengths and areas of growth, as well as their practicing and rehearsal habits. (EU1) In addition, the reflection will include which piece(s) the students enjoyed and did not enjoy. Students will use the essential elements of music to help justify their thoughts. (EU2) Lastly, students will choose one area of growth to focus on for the remainder of the year and develop an action plan for how to improve.

**Evaluation:** Summative Assessment and Future Rubric in 2021-2022 school year

**Unit Resources**

- *Standard of Excellence- Comprehensive Band Method Book*
- Flipped Google Classroom Videos
- Worksheets
- Instruments
- Edulastic
- Laptops
- SBAC Prep Online
- SmartMusic