Pembroke Public Schools - Visual & Performing Arts Department

Ninth Grade Band: Course #619 UBD Unit Plans

Course Overarching Essential Questions:

- How can I make a good sound on my instrument?
- Why do I play my instrument?
- How will learning to play an instrument enhance my life and my well-being?
- How do I play my instrument well?
- How can I improve my own playing?
- What can I learn from listening to recordings of my own performances?
- What can I learn about the culture of society through music?

Subject: Music	Course: Ninth Grade Band	Grade level(s): 9	Last updated: October 2021 by Austin Glass		
Unit Title/Topics	**Time Required**	**Essential Questions**	**Knowledge** **Students will know:**	**Enduring Understandings** **Students will understand that:**	**Transfer Skills** **Students will be able to independently apply:**
Unit 1: **Sound Production: Developing the adolescent instrumentalist**	One month and on-going application	What is proper sound production? How do I breathe correctly? What is a good sound on my instrument?	Students will learn how to develop a proper sound on their instrument. Students will learn the purpose of a proper warm-up routine. Students will learn all aspects of excellent sound production and apply those skills to the ensemble band literature: Posture, Playing Position, Breath Support, Tone quality, Articulations, Dynamic Range	To achieve proper sound production students must have proper posture, playing position, breath support, and the knowledge of what a good sound on their instrument sounds like. Using appropriate instrumental technique results in a more effective performance. Through teacher demonstration and modeling, students will learn a variety of warm-ups that encompass all facets of proper sound production.	Students will apply the instrumental sound production techniques learned to all facets of their playing and the band literature studied in class.

	Common Misunderstandings: **CEPA(S) (***Curriculum Embedded Performance Assessments): Include information from assessment evidence and list/name any rubric or toolkit used* Formative: Informal assessment of student attainment of sound production through class performance. Weekly Rehearsal Assessment Rubric Summative: Recorded individual playing exams (assignment varies and is differentiated) Grading Rubrics: Scale and Rudiment Grading Rubric, Wind Player Assessment Rubric, Percussionist Assessment Rubric **RESOURCES:** Teacher composed warm-ups PHS Band Rhythm Packets Band Literature chosen by teacher Various recordings of professional instrumental soloists supplied by the teacher. **VOCABULARY** Embouchure, posture, tone, breath support, articulations, dynamic range **2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE:** N.M.P.05, F.M.P.05				
Unit 2 **Ensemble Playing**	One month and on-going application	Why is communication between conductor and band members fundamental? What defines successful ensemble playing?	Students will learn and demonstrate ensemble playing skills. Students will be introduced to the vocabulary that defines the characteristics of ensemble playing. Students will know all aspects of excellent tone production and apply those skills to our band literature.	Students will understand how to use critical listening skills to enhance ensemble sound and use eyes to communicate with the conductor.	Demonstrate well-developed ensemble skills including tone quality, intonation, matching dynamics, musical phrasing, and responding to the cues of a conductor.

	Common Misunderstandings: The dynamic a student thinks they are playing and what it sounds like to the listener Responding to conducting gestures and what they mean **CEPA(S) (***Curriculum Embedded Performance Assessments): Include information from assessment evidence and list/name any rubric or toolkit used* Formative: Informal assessment of ensemble playing through class performance. Weekly Rehearsal Assessment Rubric Recording the ensemble for students to assess both during rehearsals and performance to talk about in class. Summative: Recording the ensemble for students to assess both during rehearsals and performance. Grading Rubrics: Concert Self Assessment, Concert Video Assessment, Wind Player Assessment Rubric, Percussionist Assessment Rubric **RESOURCES:** Teacher composed warm-ups Band Method Book Band Literature chosen by teacher Listening to Professional and College Level Ensembles Vocabulary: Intonation, blend, balance, tone, dynamics Assessments: Wind Player Assessment Rubric Percussionist Assessment Rubric **2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE:** (F.M.P.04), (F.M.P.05), (F.M.P.06), (F.M.R.07), (F.M.R.08) , (F.M.R.09)				
Unit 3: **Sight Reading**	Two weeks and on-going application	Why is sight reading important and how does this help a musician?	Students will sight read band music at a grade level of 3 playing correct pitches and rhythms including whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 9/8, 12/8, and cut-time.	Students will understand it is important to be able to sight read music and why having the ability to figure out how to count rhythms on their own is important.	Students will apply their sight reading knowledge on a daily basis during our warmups as well as through our band literature studied in class.

			Students will learn a number counting system for rhythms.		
	Common Misunderstandings: Syncopation and dotted rhythms **RESOURCES:** Band Method Book Band Literature chosen by teacher Vocabulary: Sixteenth, eighth, quarter, half, whole, dotted, notes, rests, range, time signature, key signature Assessments: Rhythm Assessment Rubric **2019 MA State Arts Curriculum Frameworks addressed in this unit are:** (F.M.P.04)				
Unit 4 **Major & Chromatic Scales**	One month and on-going application	What are the major and chromatic scales and why are they important?	Students will know where the whole and half steps are located in the major and chromatic scales.	Students will demonstrate understanding of the major and chromatic scales by performing them with our class scale pattern of slurred ascending and tongued descending.	Students will understand and identify the vocabulary associated with the major and chromatic scales including whole steps and half steps. Students will be able to recognize in the repertoire they are studying that it is all based on scales.

<table>
<tr><td></td><td colspan="5">Common Misunderstandings:
Not knowing all scales are made up of the same whole and half step pattern.

Vocabulary:
Interval relationships; half-step vs. whole step

Assessments:
Scale and Rudiment Grading Rubric
Video recording of scales passed in on Google Classroom.

2019 MA State Arts Curriculum Frameworks addressed in this unit are:
(F.M.P.04),(P.M.R.07)</td></tr>
<tr><td rowspan="2">Unit 5

Musical Terms & Symbols</td><td>Two weeks and on-going application</td><td>What do all of the words and symbols mean in my music?</td><td>Students will recognize and accurately respond to basic musical symbols and terminology.

Students will learn appropriate musical vocabulary.</td><td>Students will understand the composer is giving them much more than only notes and rhythms on their pieces of written music.</td><td>Identify symbols and traditional terms referring to dynamics, tempo, style, and articulation and interpret them correctly.</td></tr>
<tr><td colspan="5">Common Misunderstandings:
Sheet music only tells you what pitch and rhythm to play

Vocabulary:
Dynamic markings such as decrescendo and Forte Piano
Tempo markings such as Allegro and Andante
Note names such as eighth rest and dotted quarter notes
Staff symbols such as repeat signs and bar lines
Note markings such as sharps and slurs
Symbols such as caesuras and Dal segnos

Assessments:
Midyear Exam Review Packet that includes worksheets
Aural assessment of students reading band music and correctly identifying musical terms and symbols
Kahoot Musical Game: “Midyear Exam Review”</td></tr>
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<tr><td></td><td colspan="5">Midyear Exam on Musical Terms and Symbols

2019 MA State Arts Curriculum Frameworks addressed in this unit are:
(P.M.P.04), (P.M.P.06), (P.M.P.07), (P.M.R.08)</td></tr>
<tr><td rowspan="2">Unit 6

Playing Evaluations

(or is this covered in other sections?)</td><td>Three weeks and on-going application</td><td>How much practicing does it take to achieve your best recording?

What do you hear in the recordings you make?</td><td>Students will know how to make a recording of their own playing, analyze it, and record again until they have their best recording.

Students will recognize when their playing can be improved and what to do about it.</td><td>Students will understand that to become better musicians it takes focused practice on their instrument.

Students will understand that they have to continually analyze their own playing to advance as musicians.</td><td>Students will identify what it takes to sound their best and apply it to daily playing.

Listen and analyze their own playing to be a continuous learner as a musician.</td></tr>
<tr><td colspan="5">Common Misunderstandings:
I am the best at my instrument and don’t know what I could possibly do to sound better

Vocabulary:
Pitch accuracy, rhythmic accuracy, steady beat, tone quality, breath support, articulations, dynamics, expression markings, musical phrasing

Assessments:
Rhythm Assessments
Scale Assessments
Playing Assessments
Seating Auditions
Final Exam

2019 MA State Arts Curriculum Frameworks addressed in this unit are:
(F.M.P.04),(P.M.R.07)</td></tr>
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Unit 7 **Beyond the classroom: Band music in relationships to our school community and local community service.**	Three weeks and on-going application	What is the role of the band in our school community? What local community service do we provide and why is it important?	Students will know what our band contributes to events at both the school (pep rallies, concerts, graduation, halftime shows, etc) and the town of Pembroke (Memorial Day, Pembroke Day, Tree Lighting, etc.).	Students will understand why our musical contributions to events such as the Memorial Day Parade and Memorial Day Ceremony are important and meaningful to so many members of our community.	Students will learn an appreciation for the arts that will last throughout their lifetime.
	Common Misunderstandings: We play at town events only because it is fun. Vocabulary: Community Service, Volunteering Assessment: Both written and oral discussions of our performances. **2019 MA State Arts Curriculum Frameworks addressed in this unit are:** (P.M.R.09), (P.M.Co.11)				