Grade 9/10 Concert Band - Unit 1 - Marching Band

Unit Focus

This first unit introduces and re-introduces marching band to the high school band students. Marching Band at DHHS comprises the curriculum for Trimester 1 and this unit includes aspects of playing, marching, and performing, both at the same time.

This unit also focuses on reviewing skills learned in middle school, including but not limited to rhythmic literacy, musical expression, and composer intent. Freshmen and sophomores work together to build their skills as an ensemble.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Music Traditional And Emerging Ensembles: HS Proficient

- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.0.E.I.a)
- Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. (MU:Pr4.2.E.I.a)
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. (MU:Pr4.3.E.I.a)
- Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. (MU:Pr5.1.E.I.a)
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. (MU:Pr6.1.E.I.a)
- Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. (MU:Pr6.1.E.I.b)

Transfer

Students will be able to independently use their learning to...
T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent
T2 Engage in critique to inform next steps or deepen examination of an artistic work
T3 Make appropriate choices as a responsible, respectful participant within a communal artistic experience

Meaning

Understanding(s)

Students will understand that...
U1 marching and playing at the same time are foundational skills for successfully participating in marching band.
U2 individual effort and participation are directly related to the success of the ensemble as a whole.
U3 artists improve the quality of a performance through a cycle of deliberate practice and examination of results
U4 tone and articulation for marching bands differ from those elements in concert band.
U5 marching band requires the ability to simultaneously perform at high levels of excellence both musically and visually.

Essential Question(s)

Students will keep considering...
Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?
Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?
Q3 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 the step off in marching band is always with the left foot
K2 marching band vocabulary: mark time, attention, horns up, horns down, stand fast, forward march, backward march,

Skill(s)

Students will be skilled at...
S1 marching and playing their instruments at the same time

Stage 1: Desired Results - Key Understandings		
Madison Public Schools Profile of a Graduate • Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) • Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)	traverse, the five points of attention position (feet, knees, torso, shoulders, head)	**S2** listening across the ensemble to hear how their part fits with others **S3** watching the drum major for tempo as well as listening for it and understanding the concept of phasing across the field **S4** projecting their sound across a football field to reach a large audience