Grade 9/10 Concert Band - Unit 2 - Developing a Concert Band Sound

Unit Focus

This unit focuses on the concepts that were taught and applied during marching band, but with an emphasis on developing a concert band sound. Students will refine their tone, blend, and balance to better suit the concert band sound and the repertoire we will be rehearsing.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Music Traditional and Emerging Ensembles: Intermediate

- Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. (MU:Pr4.2.E.8a)
- Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. (MU:Pr4.3.E.8a)
- Develop strategies to address technical 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.8a)
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. (MU:Pr6.1.E.8a)
- Demonstrate an understanding of the context of the music through prepared and improvised performances. (MU:Pr6.1.E.8b)

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

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 Make appropriate choices as a responsible, respectful participant within a communal artistic experience
T3 Capture the feeling or emotional response which an artistic piece elicits

Meaning

Understanding(s)

Students will understand that...
U1 producing good quality tone is essential when playing in a concert band with other musicians.
U2 proper and regular maintenance of one's instrument (valve oil, reeds, etc.) is essential to playing the instrument successfully.
U3 blending with the musicians in your section is crucial to a high quality concert band sound.
U4 balancing with musicians in other sections is crucial to a high quality concert band sound.
U5 tone and articulation for concert band differ from those elements in marching band.
U6 individual effort and participation are directly related to the success of the ensemble as a whole.
U7 playing in tune is an essential element of proper concert band sound.
U8 practicing long tones and scales translates to better intonation and improved note fluency.

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 am I learning or have I learned from creating this work of art?
Q3 How do I show mood or feeling in this work of art? How did the audience/ viewers respond? Did what I was trying to express work?

Stage 1: Desired Results - Key Understandings		
	Acquisition of Knowledge and Skill	
	Knowledge	**Skill(s)**
	Students will know... **K1** posture, solid air support, and proper embouchure are the building blocks of producing quality tone. **K2** Concert Band vocabulary: major scales and key signatures: Ab, Bb, C, Db, Eb, F, tempo, tempo changes, dynamics, time signatures, key changes. **K3** percussion students will know the names of all the different percussion instruments and how they are notated on the page.	*Students will be skilled at...* **S1** listening within the section to blend with the section sound. **S2** listening across the ensemble to hear how their part fits with others. **S3** playing a wide variety of concert band repertoire from different composers, genres, and styles. **S4** vocalizing their own instrumental parts within an ensemble. **S5** sight-reading repertoire accurately and expressively at one level below performance level. **S6** responding to conductor's cues, gestures, and tempo changes. **S7** tuning their own instrument using various mediums (piano, tuner, reference pitch). **S8** analyzing their sheet music to identify form, key signature application, tempo application, tempo adjustments, style, style adjustments, etc.