

**YEAR AT A GLANCE:** *Middle School Band: Grades, 6-8*

All units and lesson are aligned with the [2017 New York State Music Standards](#)

	<u>UNIT 1</u>	<u>UNIT 2</u>	<u>UNIT 3</u>
<b>Title</b>	Instrumental Technique	Music Reading & Theory	Collaboration & Connection
<b>Unit Length</b> <i>(weeks taught)</i>	40 weeks	40 weeks	40 weeks
<b>Performance Task</b> <i>(e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)</i>	Performances via rehearsals, lessons, Winter/Spring Concerts, NYSSMA Festivals, and more.	Performances via rehearsals, lessons, Winter/Spring Concerts, NYSSMA Festivals, and more.	In class activities, projects, and performances
<b>Enduring Understanding</b> <i>(The big ideas, the “why” we include these ideas)</i>	<p>-Students work to develop technical skills on their instruments. These skills range from instrument care and assembly to complex finger patterns, fast moving note changes, and individualized techniques. These skills allow students to perform on their instrument and access a wide variety of music making in and out of school.</p> <p>-Students begin to work on developing musical skills that allow them to create, respond to, and perform music with expression and meaning. These skills allow students to express their musical</p>	<p>-Students work to learn the written language of music notation including notes, rhythms, dynamics, articulations, tempi, stylistic marking, chord marking, and more.</p> <p>-Students will build on previously developed skills and knowledge to micro-analyze music based on notation and aural skills</p> <p>-Students will build on previously developed skills and knowledge to macro-analyze music based on notation and aural skills</p> <p>-Students will use their analysis skills and music theory knowledge to uncover the structures of music, and</p>	<p>-Students will learn through experience the complexities and value of teamwork, communication, and collaboration.</p> <p>-Students will work as individuals, small groups, and a full class to learn their part of the music and understand it’s larger role in the whole piece</p> <p>-Through project and small group learning, students will work to support each other, help each other, and teach each other</p> <p>-Students will discover the similarities and differences between the music we learn in school asn</p>

	<p>ideas, as well as analyze, evaluate, and refine their performance over time.</p> <p>-Students will use these skills and knowledge to self evaluate their own playing, and reflect and evaluate music and other performances.</p>	<p>it's expressive intent.</p> <p>-Students will be able to read, translate and interpret music as a written language</p> <p>-Students will be able to use their reading skills and listening analysis to react to the music and add their own expressive meaning and intent</p>	<p>the music they interact with in their daily lives.</p> <p>-Students will use their music reading and theory knowledge, their technical playing ability, and their connection to each other to create meaningful musical performances.</p>
<p><b>Essential Questions</b> (What do we want students to think about)</p>	<p>-How does my instrument function?</p> <p>-How do I practice?</p> <p>-How can I improve my own skills and knowledge?</p> <p>-How does understanding the structure and context of musical works inform performance?</p> <p>-How do performers interpret musical works?</p> <p>-How do musicians improve the quality of their performance?</p> <p>-Why do we connect to music?</p> <p>What grounds these connections?</p>	<p>-How do I read music?</p> <p>-What does music notation tell me about the music?</p> <p>-What can I infer from my written music?</p> <p>-How is music structured?</p> <p>-What is music theory?</p>	<p>-How does a rehearsal work?</p> <p>-What is an ensemble?</p> <p>-What does it mean to be part of a performing group?</p> <p>-How can I use my skills and knowledge to support myself, my section, and the ensemble?</p> <p>-How can I use music to express myself and connect with others?</p> <p>-How can school music help me in "real life"?</p>