

**Unit 2: Performance Preparation**  
**Concert Band**  
17 Class Meetings  
*Revised May 2026*

**Essential Questions**

- How do musicians improve the quality of their performance?
- When is creative work ready to share?
- How does understanding the structure and context of musical works inform performance?

**Enduring Understandings with Unit Goals**

**EU 1:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

- Perform varied repertoire in a culturally authentic manner.
- Demonstrate attention to technical accuracy and expressive qualities in music representing diverse cultures and styles.
- Understand the cultural context and artistic background of performance pieces.

**EU 2:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

- Refine instrumental technique to performance-level quality.
- Perform multiple musical works to an audience.

**Standards**

**Common Core State Standards:**

- **MU:Cr1.1.E** Generate and conceptualize artistic ideas and work.
- **MU:Cr2.1.E** Organize and develop artistic ideas and work.
- **MU:Cr3.1.E** Refine and complete artistic work.
- **MU:Pr4.1.E** Analyze, interpret, and select artistic work for presentation.
- **MU:Pr5.1.E** Develop and refine artistic work for presentation.
- **MU:Pr6.1.E** Convey meaning through the presentation of artistic work.
- **MU:Re7.2.E** Perceive and analyze artistic work.
- **MU:Re8.1.E** Interpret intent and meaning in artistic work.
- **MU:Re9.1.E** Apply criteria to evaluate artistic work.
- **MU:Cn10.0.E** Synthesize and relate knowledge and personal experiences to make art.
- **MU:Cn11.0.E** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

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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**

**Technique Refinement**

- Analyze previous recordings of rehearsal.
- Develop strong technical and musical skills.
- **Vocabulary-** Tone Quality, Refine, Dynamics, Phrasing, Articulation, Staccato, Legato, Forte, Piano, Mezzoforte, Mezzopiano

**Instrumental Performance**

- Perform music in an expressive manner.
- Understand the components of a quality performance.
- Perform 3 pieces for the Winter Concert.
- **Vocabulary-** Concert, Etiquette, Stage Presence, Posture, Audience

**Interdisciplinary Connection:**

- Language Arts - Word Problems
- Social Studies - Culture and History

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

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

- Refine *Piece #1*, focusing on note accuracy and rhythm.
- Perform entirety of *Piece #2* with 80% note and rhythmic accuracy.
- Play *new scale* in whole notes at 90 bpm.
- Refine A section of *Piece #1* focusing on musicality and phrasing.
- Compare and contrast musical phrasings of the A section and B section of *Piece #1*.
- Perform A section and B section of *Piece #1* with musical expression and proper phrasing.
- Interpret the musical expression of the remainder of *Piece #1*.
- Analyze *Piece #3* through sight reading.
- Play the A and B sections of *Piece #3* with 75% note and rhythmic accuracy.
- Refine the A and B sections of *Piece #2* focusing on musicality and phrasing.
- Play the B section of *Piece #3* with 75% note and rhythmic accuracy.
- Perform the remainder of *Piece #2* focusing on musicality and phrasing.
- Perform the remainder of *Piece #3* with 75% note and rhythmic accuracy.

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- Compare and contrast the musical intent and expressions of *Piece #1* and *Piece #2*.
- Refine *Piece #3* focusing on musicality and expression.
- Compare and contrast the musical intent and expressions of *Piece #1*, *Piece #2*, and *Piece #3*.
- Demonstrate proper performance etiquette

### 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

#### EL Strategies

- 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
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Student-led instruction
- Homework/Practice logs

#### SUMMATIVE ASSESSMENTS:

- Playing tests
- Winter Concert performance

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#### Unit Task

**Unit Task Name:** Winter Concert Performance Task

**Description:** Students will use the skills and concepts learned throughout the unit to perform 3 pieces at the Winter Concert. (EU1) Proper performance etiquette will be demonstrated. The pieces of music performed by the group will represent a variety of cultures and styles which have been discussed throughout rehearsals. (EU2) Following the concert, students will generate a written or verbal reflection about the creative performance process.

**Evaluation:** Summative Assessment

#### Unit Resources

- *Standard of Excellence- Comprehensive Band Method Book*
- Worksheets
- Instruments
- Laptops