

Unit 1: Foundations of Instrumental Music

Concert Band

20 Class Meetings

Revised May 2026

Essential Questions

- How do musicians make creative decisions?
- How do musicians improve the quality of their work?
- How does understanding the structure and context of musical works inform performance?

Enduring Understandings with Unit Goals

EU 1: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

- Analyze music of various composers.
- Interpret the context of musical works.

EU 2: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

- Perform with adequate tone quality, intonation, and timbre.
- Develop a better understanding of theory and reading music while playing.
- Demonstrate personal growth in playing each week.

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.

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.

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Unit Content Overview

1. FUNDamentals of Instrumental Music

- Differentiate specific care and maintenance of instruments.
- Identify notes on a music staff.
- Interpret key signatures.
- Develop proper posture and embouchure for instrument-specific playing.
- **Vocabulary-** Music staff, treble clef, bass clef, key signature, time signature, posture, embouchure, note

2. Instrumental Performance

- Demonstrate musical concepts through performance.
- Explain what defines a quality performance.
- Develop skills needed for musical performance.
- **Vocabulary-** Quality, technique, instrument, fingering, sight-reading, performance

Interdisciplinary Connection:

- Math – Problem Solving
- Social Studies – Cultural Context

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Compare and contrast instruments of the ensemble.
- Demonstrate proper posture and rehearsal etiquette.
- Identify notes on a music staff.
- Produce a quality sound with air support and posture.
- Differentiate between quarter, half, whole, and eighth notes.
- Play a Bflat major scale in whole notes at 90 bpm.
- Play through the main theme of *piece #1* with 80% note and rhythmic accuracy.
- Breakdown the A section of *piece #1*, focusing on notes and rhythms.
- Perform the main theme and A section of *Piece #1* with 100% note and rhythmic accuracy.
- Compare and contrast the A section and B section of *piece #1*.
- Perform a *new major scale* in whole notes at 90bpm.
- Employ sight reading strategies in B section readthrough of *piece #1*.
- Prepare the remaining music for *piece #1* for assessment.
- Analyze *Piece #2* through sight reading.

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- **Play the theme to *piece #2* with 80% note and rhythmic accuracy.**
- Perform 2 scales using a bridge pattern.
- Refine the A section of *Piece #2*, focusing on note and rhythmic accuracy.
- Rearrange a common melody to create and perform a canon round.
- Compare and contrast the A section and B section of *Piece #2*.
- Play through the A section and B section of *Piece #2* with 80% note and rhythmic accuracy.

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
- Individual Practice
- Group Practice

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
- Recording Assessments
- Practice logs

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SUMMATIVE ASSESSMENTS:

- Playing Quiz
- Quiz 1
- I Think I Can! – Performance Task

Unit Task

Unit Task Name: I Think I Can! - Performance Task

Description: Students will record themselves performing *Piece #1* either through Smartmusic or FlipGrid. In the performance recording, the student will focus on playing correct notes and rhythms, including accidentals and other markings. The recording will be graded against a student and teacher-created rubric. (EU2) Afterwards, students will write a brief reflection on their progress and performance. This reflection will highlight their strengths and weaknesses, as well as a brief explanation of the piece and its context. (EU1)

Evaluation: Summative Assessment and Future Rubric in 2026-2027 school year

Unit Resources

- *Standard of Excellence- Comprehensive Band Method Book*
- Flipped Google Classroom Videos
- Worksheets
- Instruments
- Laptops