

<b>Course Title – Foundations In Band</b>	
<b>Implement start year – 2018-2019</b>	
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<b>Unit # 2 - Musicianship</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to perform unfamiliar music by applying the elements of musicianship through performance.	
<b>Stage 1 – Desired Results</b>	
<u><b>Established Goals</b></u> <b>2014 NJCCC Standard(s), Strand(s)/CPI #</b> <a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a> <b>1.3.12.B.2, 1.3.12.B.3</b> <b>Common Core Curriculum Standards for Math and English</b> <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>	<u><b>21<sup>st</sup> Century Themes</b></u> <u>( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</u> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy

<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the <a href="#">elements of music</a> in the deconstruction and performance of musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 Analyze how the <a href="#">elements of music</a> are manipulated in original or prepared musical scores.</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i>  <input checked="" type="checkbox"/> Creativity and Innovation  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i>  <input checked="" type="checkbox"/> Information Literacy  <input checked="" type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i>  <input checked="" type="checkbox"/> Flexibility and Adaptability  <input checked="" type="checkbox"/> Initiative and Self-Direction  <input checked="" type="checkbox"/> Social and Cross-Cultural Skills  <input checked="" type="checkbox"/> Productivity and Accountability  <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  the ability to identify and perform various rhythms is an integral part of being an effective musician</p> <p><i>EU 2</i>  the ability to identify and perform various pitches is an integral part of being an effective musician</p> <p><i>EU 3</i>  specific tempo, dynamic, articulation and stylistic markings guide musicians to the accurate interpretation of a composition.</p> <p><i>EU 4</i>  individual, section and ensemble intonation are an integral part of instrumental performance.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How does the mastery of rhythmic notation prepare a student to play any musical composition?</li> <li>• How does the time signature affect the value of the notes within a composition?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How are pitches organized in Western music?</li> <li>• How does the key signature affect the pitch of the notes within a composition?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How can changes in dynamics affect the audience perception of a musical composition?</li> <li>• How does the conductor's interpretation of a musical piece vary the sound from the composer's intent?</li> <li>• What leeway does a student performer have in the interpretation of tempo, dynamics, articulation and style within an ensemble performance?</li> </ul>

	<p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How might environmental factors affect intonation?</li> <li>• How does improper intonation affect a listener's experience?</li> <li>• How can students improve their ability to play in tune?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the value and duration of various notes.</li> <li>• how the time signature affects note value.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• the names of pitches on the staff.</li> <li>• how the key signature affects pitch value.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• the basic notation symbols and definitions of dynamic, tempo, articulation and stylistic markings.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• how intonation is developed within the player and the instrument .</li> </ul>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• perform various rhythms in simple and compound meter.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• perform various pitches within a given key signature.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• accurately perform all expressive markings in a piece of concert band literature.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• use proper breathing to stay in tune.</li> <li>• adjust their instrument to play in tune.</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Other Recommended Evidence:</b></p> <ul style="list-style-type: none"> <li>• Playing tests</li> <li>• Sectionals</li> <li>• Sight-reading tests</li> </ul>	

### Stage 3 – Learning Plan

#### **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:**

- Teacher models pitches and rhythms on their instrument (A)
- Students identify key signatures by completing worksheets generated by the teacher using “Finale” (A, M)
- Students perform scales and intervals on their instrument for critique using departmental developed rubric. (T)
- Students compose intervals by completing worksheets generated by the teacher using “Finale” (M, T)
- Use online resources to memorize dynamic, tempo, articulation and stylistic terms and symbols (A)
- Group themselves by instrument and participate in interval repetition drills (A)
- Identify and notate rhythms played on the piano by the teacher (M)
- Perform daily sight reading exercises (M, T)
- Identify various articulations demonstrated by the teacher (M)
- Write and play expressive markings in an unmarked piece of music (T)
- Transfer the whole and half step formula to perform scales on their instrument (T)
- Lead a rehearsal of a familiar piece emphasizing their own interpretation of marked expression (T)
- Play various pitches while using a tuner. (M)