

## UNIT FOCUS

During this unit students will continue to develop their fundamental skills and prepare music for a large group performance evaluation.

**PACING:** 9 Weeks

## STANDARDS AND ELEMENTS

### CREATING

- MSBB.CR.1** Improvise, compose, and arrange music within specific guidelines.
- Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
  - Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).
  - Refine improvised or composed pieces using teacher-created criteria.

### PERFORMING

- MSBB.PR.1** Sing alone or with others.
- Sing to recognize fundamentals of tone production.
  - Sing to match pitch.
- MSBB.PR.2** Perform on instruments through a varied repertoire of music, alone and with others.
- Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
  - Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises).
  - Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
  - Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
  - Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.
- MSBB.PR.3** Read and identify elements of notated music.
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, key signatures.
  - Define and describe the musical terms incorporated in the literature.
  - Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure.

### RESPONDING

- MSBB.RE.1** Listen to, analyze, and describe music.
- Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords).
  - Compare and contrast musical works based on genre and culture
- MSBB.RE.2** Respond to music and music performances.



- b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, and improvisations).
- c. Compile a list of strengths and weaknesses in performances and suggest areas of improvement using self-reflection and peer feedback.
- d. Identify the interpretations in a band performance in relation to the expressive intent of the composer.
- e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

## CONNECTING

**MSBB.CN.1** Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.

- d. Discuss the relationship between music and musicians, society, and culture.

## EXAMPLE LESSON PLANS

- Lesson Plan 1: Sight Reading
- Lesson Plan 2: Intonation
- Lesson Plan 3: Connecting Cultures

## EXAMPLE ASSESSMENTS

<b>DIAGNOSTIC</b> Gauge where students are in their learning prior to beginning the lesson.	<b>FORMATIVE</b> Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	<b>SUMMATIVE</b> Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• From the opening activity take note of what students already think is an important part of sight reading.</li> <li>• From the introduction activity see how much students know about the intonation of their instrument.</li> <li>• Take note as students come up with their own definition of culture.</li> </ul>	<ul style="list-style-type: none"> <li>• As you continue to practice in class notice the areas where students are picking up the reading faster or need more help. Focus more on the areas that students are struggling. For example, if students are missing the key signature, review that area.</li> <li>• Students will turn in the first version of their intonation chart so you can see where their intonation is on their instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Sight read a piece as a group and use the Concert Music Rubric.</li> <li>• Students will complete a second intonation chart a few weeks or a month later and compare if students have made significant changes in their intonation.</li> <li>• Concert performance of music from another culture</li> <li>• Presentation of project on a chosen culture</li> </ul>



- Take note as students come up with their own definition of culture.

## SUPPLEMENTAL RESOURCES

### LESSON ONE

STARS Sight Reading Video

<https://www.youtube.com/embed/YHh3wIBZEXc>

Band I: Grade 7: Unit 3: Lesson Plan 1: Supplemental Material

Band I: Grade 7: Unit 3: Lesson Plan 1: Sight Reading Adjudication Sheet

### LESSON TWO

Band I: Grade 7: Unit 3: Lesson Plan 2: Intonation Chart

Band I: Grade 7: Unit 3: Lesson Plan 2: Supplemental Power Point

Band I: Grade 7: Unit 3: Lesson Plan 2: Not Tuned At The Factory Handout

### LESSON THREE

Band I: Grade 7: Unit 3: Lesson Plan 3: Sample Project

Band I: Grade 7: Unit 3: Lesson Plan 3: Cultural Iceberg

<https://www.pbs.org/parents/thrive/how-to-teach-children-about-cultural-awareness-and-diversity>

<https://www.all4kids.org/news/blog/how-to-teach-kids-about-diversity-and-acceptance/>

<http://people.tamu.edu/~i-choudhury/culture.html>

