



# Elementary Band / Grades 4-5 / Unit 1

## Rhythm

<b>Subject</b> Band	<b>Grade</b> 4-5	<b>Unit</b> Rhythm	<b>Suggested Timeline</b> Full year
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### Grade Level Summary

Rhythm is an essential element in making music. Rhythmic accuracy is important to be able to perform music correctly. Accurate rhythmic performance is essential when playing with others.

### Grade Level Units

- Unit 1 – **Rhythm**
- Unit 2 – Pitch
- Unit 3 – Technique
- Unit 4 – History/Culture
- Unit 5 – Form

### Unit Title

Rhythm

### Unit Overview

The students will be introduced to exercises designed for accurate rhythmic development. They will also develop listening skills and techniques needed to assess rhythmic performance. The students will participate in activities to develop understandings regarding note length, rests, meter and tempo. The students will become familiar with the symbols used in musical notation in order to perform music correctly.

### Unit Essential Questions

- How do we clap, count, and play quarter notes and quarter rests?
- How do we clap, count, and play half notes and half rests?
- How do we clap, count, and play eighth notes?  
How do we clap, count, and play, whole notes and whole rests?
- How do we clap, count, and play dotted half notes?
- How do we clap, count, and play dotted quarter notes?
- How do we clap, count, and play advanced eighth note/eighth rest patterns?  
How do we count Multi-Measure Rests?
- What tempo do we play when we see the word *Andante*?
- What tempo do we play when we see the word *Moderato*?  
What tempo do we play when we see the word *Allegro*?
- How do we count and play music in 4/4 meter?
- How do we count and play music in 3/4 meter?  
How do we count and play music in 2/4 meter?
- How do we play single strokes?
- How do we play Single Paradiddles, Flams, and Multiple Bounce Strokes?
- How do we play Flam Accents?
- How do we play measured rolls? (as necessary with specific literature)
- How do we play [specific piece] according to the symbols of music notation?

### Key Understandings

- Review of clapping, counting, and playing quarter notes and quarter rests.
- Review of clapping, counting, and playing half notes and half rests.
- Review of clapping, counting, and playing eighth notes.  
Review of clapping, counting, and playing whole notes and whole rests.
- Clapping, counting, and playing dotted half notes.
- Clapping, counting, and playing dotted quarter notes.
- Clapping, counting, and playing advanced eighth note/eighth rest patterns.
- Clapping and counting Multi-Measure Rests.
- Defining and playing *Andante*
- Defining and playing *Moderato*
- Defining and playing *Allegro*
- Identify, count and play pieces in 4/4, 3/4, and 2/4 meter.
- Identifying and playing single strokes.
- Identifying and playing single paradiddles, flams, and multiple bounce strokes?
- Identifying, notating, and playing measured rolls as they occur in music.
- Students should know the time signatures, bar lines and measures.
- Students should be able to execute fermatas, cutting off when directed.

### Focus Standards Addressed in the Unit

9.1.5 A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.5 B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.5 C	Know and use fundamental vocabulary within each of the arts forms.

### Important Standards Addressed in the Unit

9.3.5 A	Identify critical processes in the examination of works in the arts and humanities. Compare and contrast, analyze, interpret, form and test hypotheses, evaluate/form judgments
9.1.5 K	Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

### Misconceptions

1. Dotted notes are performed incorrectly.
2. Students rush easier rhythms and drag slower ones.
3. Students don't count aloud and perform rhythms without accuracy.
4. Students will confuse symbols used in musical notation.

### Proper Conceptions

1. Students practice sub-dividing dotted rhythms for accurate performance.
2. Students maintain accurate tempo using a metronome as a reference.
3. Students will count aloud and perform rhythms accurately.
4. Using sequential learning techniques, students will develop basic music reading skills.

### Concepts

Quarter Note/Quarter Rest  
Half Note/Half Rest  
Eight Note  
Whole Note/Whole Rest  
Dotted Half Note  
Advanced Eighth Note/Eighth Patterns  
Multi-Measure Rests  
Andante  
Moderato  
Allegro  
4/4 Meter Performance  
3/4 Performance  
2/4 Performance  
Single Stroke  
Rudiment Review (Single Paradiddle, Flam, Multiple Bounce Stroke)  
Flam Accents  
Measured Roll (Ex. Nine Stroke Roll – Quarter Note Roll)  
Basic notation  
Time (meter) signature

### Competencies

Perform basic rhythms correctly  
Develop accurate tempos – Andante, Moderato, Allegro  
Perform in 2/4, 3/4, 4/4  
Perform basic percussion strokes  
Students will read music using basic music symbols  
Students will have an understanding of time signatures and apply them to their performance

### Vocabulary

- “ta”
- Quarter Notes
- Quarter Rest
- “ta-o” or “ta-a”
- Half Note
- Half Rest
- “ti-ti”
- Eighth Notes (groups of 2)
- “ta-2-3-4”
- Whole Note
- Whole Rest
- “ta-2-3”
- Dotted Half Note
- Dot adds “half the value of the note that it is next to”
- Dotted Quarter Note
- Dot adds “half the value of the note that it is next to”
- “ti-ti” / “ti” (1 eighth note)

		<ul style="list-style-type: none"> <li>• ½ of a beat</li> <li>• Eighth Note</li> <li>• Eighth Rest</li> <li>• Multi-Measure Rest</li> <li>• “1-2-3-4, 2-2-3-4, 3-2-3-4...” etc.</li> <li>• Tempo</li> <li>• Andante</li> <li>• Moderato</li> <li>• Allegro</li> <li>• Meter</li> <li>• Time Signature</li> <li>• 4 counts per measure</li> <li>• 1&amp; 2&amp; 3&amp; 4&amp; counting</li> <li>• 3 counts per measure</li> <li>• 1&amp; 2&amp; 3&amp; counting</li> <li>• 2 counts per measure</li> <li>• 1&amp; 2&amp; counting</li> <li>• Rudiments</li> <li>• Single Stroke</li> <li>• Grip</li> <li>• Single Paradiddle</li> <li>• RLRR / LRLR</li> <li>• Flam</li> <li>• L R / R L</li> <li>• Multiple Bounce Stroke</li> <li>• “z” notation and slash mark notation</li> <li>• Flam Accents</li> <li>• Accents</li> <li>• LR L R / RL R L</li> <li style="padding-left: 20px;">&gt; &gt;</li> <li>• Measured Rolls</li> <li>• Sustain</li> <li>• Primary Strokes</li> <li>• Staff</li> <li>• Line and spaces</li> <li>• Notation</li> <li>• Time (meter) signature</li> <li>• Hold</li> <li>• Fermata</li> <li>• Cut off</li> <li>• Beats in measure</li> </ul>
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**Assessments**

*Weekly teacher evaluation* – Teacher will assess and provide feedback to students on their performance.

*Weekly student evaluation* – Students will be required to self-assess, diagnose and make adjustments to improve their performance.

*Open discussion* – Teacher and student lead discussions on student

**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

**Domain 3a-Communicating with Students, Directions & Procedures**

It is essential that students know there are procedures used in large group band instruction. These procedures must be communicated before instruction can begin. Clear directions and procedures must be used at all times.

**Domain 3b Using Questioning and Discussion Techniques**

Student participation must be monitored by appropriate questioning.

**Domain 3c Engaging Students in Learning**

Pacing for this unit is essential for success.

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**Domain 3d Using assessment in Instruction**

The teacher must continually monitor student progress to assure that all students are grasping concepts.

**Domain 3e Demonstrating Flexibility and Responsiveness**

Lessons must be adjusted in response to student learning.

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**Differentiation:**

- Provide additional time for students who need more assistance in skill development.
  - Break up larger concepts into smaller sections.
  - Utilize peer help.
  - Additional practice using slower tempos
  - Graphic organizers
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**Interdisciplinary Connections:**

Steady tempo, patterns – Science class

Patterns – Art class

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**Additional Resources:**

Online and physical metronomes

Lesson books

Supplemental method books

Audio and video recordings

Teacher website

Concert band music

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**Created By:**

Joe Nebistinsky

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## Elementary Band / Grade 4-5 / Unit 2

### Pitch

<b>Subject</b> Band	<b>Grade</b> 4-5	<b>Unit</b> Pitch	<b>Suggested Timeline</b> Full year
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#### Grade Level Summary

Pitch is an important element of music. Playing in tune and playing correct notes are important for beginning musicians. Students must play in tune with others to blend and sound well together.

#### Grade Level Units

- Unit 1 – Rhythm
- Unit 2 – **Pitch**
- Unit 3 – Technique
- Unit 4 – History/Culture
- Unit 5 – Form

#### Unit Title

Pitch

#### Unit Overview

The students will participate in activities to develop understandings regarding pitch and will discover how intonation affects the sound of the ensemble.

#### Unit Essential Questions

- How do we know if we are playing in tune?
- How do we change the pitch if it does not sound right?
- Which notes can we play now?
- Can we find and play the melody in [specific piece].
- Can we find and play the harmony in [specific piece].

#### Key Understandings

- Each Instrument must play in tune with the others to blend and sound well together.
- Proper pitches determine the note that is being played and contribute to the tone.
- Beginning band students play a variety of pitches.

#### Focus Standards Addressed in the Unit

9.1.5 A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.5 B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.5 C	Know and use fundamental vocabulary within each of the arts forms.

#### Important Standards Addressed in the Unit

9.3.5 A	Identify critical processes in the examination of works in the arts and humanities. Compare and contrast, analyze, interpret, form and test hypotheses, evaluate/form judgments
9.1.5 K	Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

<p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>• Students will assume that because they are fingering the correct note, they are making the correct sound.</li> <li>• Students will not listen for intonation in their performance and will be out of tune.</li> <li>• Students will confuse notes/fingerings</li> <li>• Students will confuse symbols used in musical notation.</li> <li>• Student will not remember at accidentals last for an entire measure.</li> </ul>	<p><b>Proper Conceptions</b></p> <ul style="list-style-type: none"> <li>• Students will develop listening skills to determine if they are playing correct notes.</li> <li>• Students will develop listening skills to discern if they are playing in tune.</li> <li>• Using a variety of exercises, students will name, finger and play notes correctly.</li> <li>• Using sequential learning techniques, students will develop basic music reading skills.</li> <li>• Through repetition, students will perform accidentals correctly.</li> </ul>	
<p><b>Concepts</b> Intonation Pitch Instrument Range Key Signature</p>	<p><b>Competencies</b> Perform in tune, at a basic level Play correct notes with proper fingerings Students will have an understanding of key signatures</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Intonation or “in tune”</li> <li>• Tune up</li> <li>• Flat</li> <li>• Sharp</li> <li>• Vibrations</li> <li>• Feeling beats</li> <li>• Tuner</li> <li>• Embouchure</li> <li>• Support</li> <li>• Full or deep breath</li> <li>• Pull out (slides, neck, etc.)</li> <li>• Note names</li> <li>• High &amp; low registers</li> <li>• Octave or register keys</li> <li>• Fingering chart</li> <li>• Key Signature</li> <li>• Bass Clef</li> <li>• Treble Clef</li> <li>• Neutral Clef</li> <li>• Line and spaces</li> </ul>

**Assessments**

*Weekly teacher evaluation* – Teacher will assess and provide feedback to students on their performance.

*Weekly student evaluation* – Students will be required to self-assess, diagnose and make adjustments to improve their performance.

*Open discussion* – Teacher and student lead discussions on student

**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

**Domain 3a-Communicating with Students, Directions & Procedures**

Clear expectations for progress must be communicated to the students.

**Domain 3b Using Questioning and Discussion Techniques**

Student participation must be monitored by appropriate questioning.

**Domain 3c Engaging Students in Learning**

Instructional materials my need to supplemented.

**Domain 3d Using assessment in Instruction**

The teacher must continually monitor student progress to assure that all students are grasping concepts.

**Domain 3e Demonstrating Flexibility and Responsiveness**

Lessons must be adjusted in response to student learning.

**Differentiation:**

- Provide additional time for students who need more assistance in skill development.

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- Break up larger concepts into smaller sections.
  - Utilize peer help.
  - Additional practice using a tuner
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**Interdisciplinary Connections:**

Pitch Notation – English class

Pitch sound- Science class

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**Additional Resources:**

Online and physical tuners and flash cards

Lesson books

Supplemental method books

Audio and video recordings

Teacher website

Concert band music

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**Created By:**

Joe Nebistinsky

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## Elementary Band / Grade 4-5 / Unit 3 Technique

<b>Subject</b> Band	<b>Grade</b> 4-5	<b>Unit</b> Techniques	<b>Suggested Timeline</b> Full year
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### Grade Level Summary

Proper technique is important for good musical performance. Students need to be able to develop a variety of skills required to make the characteristic sounds of their instrument and the ensemble they are performing in.

### Grade Level Units

Unit 1 – Rhythm

Unit 2 – Pitch

Unit 3 – **Technique**

Unit 4 – History/Culture

Unit 5 – Form

### Unit Title

Technique

### Unit Overview

The students will develop the physical and listening skills required to make the characteristic sounds on their instrument. They develop skills for successful ensemble performance.

### Unit Essential Questions

- How do we play our instrument with the correct timbre?
- How do we play with good intonation?
- How do we play with proper articulation?
- How do we demonstrate correct posture and instrument position?
- How do we perform with correct dynamics?
- When playing in an ensemble, how can we play with good balance and blend?
- Do we know when we are playing melody and harmony parts in our music?
- How do we sit and breathe correctly to produce a good tone?
- How do we grip our sticks/mallets
- How do we play with a good embouchure without puffing our cheeks?
- How do we produce a strong even tone?
  - How do we tongue to separate tones?
  - How do we play accented notes in our music?
  - How do we slur where it is marked in our music?

### Key Understandings

- Students should know how to produce the characteristic sound on their instrument.
- Students should be able to execute good intonation and articulation.
- Students should be able to demonstrate correct posture and instrument position while playing.
- Students should perform with basic dynamics.
- Students should play with good balance and blend when performing in ensemble.
- Student should be able to demonstrate an understanding of their role in ensemble playing regarding melody and harmony parts.
- Using tonguing to articulate will help us to separate tones.
- Accents add emphasis and interest to an otherwise static sounding note.
- Slurring helps with phrasing, but we must be careful to hold notes the duration that is notated.

## Focus Standards Addressed in the Unit

9.1.5 A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.5 B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.5 C	Know and use fundamental vocabulary within each of the arts forms.

## Important Standards Addressed in the Unit

9.3.5 A	Identify critical processes in the examination of works in the arts and humanities. Compare and contrast, analyze, interpret, form and test hypotheses, evaluate/form judgments
9.1.5 K	Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

### Misconceptions

- Students will think that because they are fingering the note correctly, they will be playing in tune.
- When concentrating on reading music, students will forget to use proper posture and instrument position.
- When concentrating on reading notes and rhythms, students will forget to observe the dynamic markings in the music.
- Students will concentrate on their own sound and not listen for how they are fitting into the ensemble sound for correct balance and blend.
- Students will breath between each note.
- Percussion students will perform using their dominant hand for too many of the notes.

### Proper Conceptions

- Using sequential learning techniques, students will develop listening skills needed to perform in an ensemble.
- Through repetition, students will perform with proper posture and instrument position correctly.
- Through repetition, students will perform dynamics correctly.
- Guided by the teacher the students will have an understanding of their role in the overall ensemble sound.
- Student will breath at correct places in the music.
- Percussion students will develop proper sticking habits.

### Concepts

Timbre  
Intonation  
Articulation  
Posture  
Balance/Blend  
Dynamics  
Transitional Dynamics  
Melody/Harmony  
Breathing  
Stroke  
Embouchure  
Tonguing  
Accents  
Slurs

### Competencies

Produce a consist characteristic sound  
Demonstrate good intonation  
Demonstrate correct articulation  
Demonstrate proper posture  
Demonstrate correct dynamics and transitional dynamics  
Perform with an understanding of appropriate balance and blend  
Develop appropriate breathing techniques  
Demonstrate correct grip and stroke  
Demonstrate correct embouchure

### Vocabulary

- Posture
- Tone
- Long tones
- Chest breathing
- Support
- Breath marks
- Embouchure
- Tonguing
- Mouthpiece
- Reed
- Air support
- Grip
- Timbre
- Intonation
- Articulation
- <sup>a</sup> Balance/Blend
- Dynamics
- Transitional Dynamics
- Melody/Harmony
- Stoke
- Attack

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- Release
  - Emphasis
  - Slur
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**Assessments**

*Weekly teacher evaluation* – Teacher will assess and provide feedback to students on their performance.

Teacher created quiz

*Weekly student evaluation* – Students will be required to self-assess, diagnose and make adjustments to improve their performance.

*Open discussion* – Teacher and student lead discussions on student

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**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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**Domain 3a-Communicating with Students, Directions & Procedures**

Students must have a clear aural understanding of the goals of the concepts presented.

**Domain 3b Using Questioning and Discussion Techniques**

Student participation must be monitored by appropriate questioning.

**Domain 3c Engaging Students in Learning**

The pacing and size of the assignments is critical in this unit.

**Domain 3d Using assessment in Instruction**

The teacher must continually monitor student progress to assure that all students are grasping concepts.

**Domain 3e Demonstrating Flexibility and Responsiveness**

Lessons must be adjusted in response to student learning.

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**Differentiation:**

- Provide additional time for students who need more assistance in skill development.
  - Break up larger concepts into smaller sections.
  - Utilize peer help.
  - Use graphic organizer.
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**Interdisciplinary Connections:**

Vocabulary – English class

Breathing – Health class

Movement – Health and Physical Education classes

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**Additional Resources:**

Online and physical flash cards

Lesson books

Supplemental method books

Audio and video recordings

Teacher website

Concert band music

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**Created By:**

Joe Nebistinsky

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## Elementary Band / Grade 4-5 / Unit 4

### History/Culture

<b>Subject</b> Band	<b>Grade</b> 4-5	<b>Unit</b> History/Culture	<b>Suggested Timeline</b> Full year
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#### Grade Level Summary

Having a historic and cultural understanding of the origin and background of a piece of music is essential for accurate musical performance. Proper rehearsal etiquette helps establish efficient and effective rehearsals. Appropriate performance decorum is a fundamental element of musical performance

#### Grade Level Units

- Unit 1 – Rhythm
- Unit 2 – Pitch
- Unit 3 – Technique
- Unit 4 – **History/Culture**
- Unit 5 – Form

#### Unit Title

History/Culture

#### Unit Overview

Students will develop an understanding of the historic and cultural background of the music being studied. Efficient and effective rehearsals will be used to maximize student learning. Students will learn about appropriate performance decorum.

#### Unit Essential Questions

- How does music communicate?
- In what ways have people used music to express their values and describe their experiences?
- How does culture affect music?
- How does the study of music develop deeper understandings of past and present cultures and prepare students for active participation in creating culture of the present and future?
- Why are proper rehearsal etiquette and performance decorum important?
- How do we demonstrate proper rehearsal etiquette and performance decorum?
- How do you hold your instrument while playing and not playing when on the stage?
- Why should I watch the director when performing?

#### Key Understandings

- Music is a universal language.
- Music expresses human experiences and values.
- Music expands understanding of the world, its people, and one's self.
- History and culture influence music.
- Proper rehearsal etiquette establishes efficient and effective rehearsals.
- Appropriate performance decorum is a fundamental element of musical performance.
- It is important to know how to hold your instrument when on the stage, so you do not distract your audience from listening to the music
- Keeping your attention on the director is necessary in concert to follow the beat, see cues, and play in a unified manner.

#### Focus Standards Addressed in the Unit

9.1.5 H	Use and maintain materials, equipment and tools safely at work and performance spaces. Describe some materials used., Describe issues of cleanliness related to the arts, Describe types of mechanical/electrical equipment usage, Know how to work in selected physical space/environments, Identify the qualities of safe props/stage equipment, Describe methods for storing materials in the arts.
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9.2.5A	Explain the historical, cultural and social context of an individual work in the arts.
9.2.5B	Relate works in the arts chronologically to historical events
9.2.5C	Analyze a work of art from its historical and cultural perspective

**Important Standards Addressed in the Unit**

9.4.5 A	Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities
9.1.5 K	Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

**Misconceptions**

Students will not perform music stylistically accurate.  
 Students will not behave appropriately during rehearsals.

**Proper Conceptions**

Students will gain an understanding of the stylistic and cultural background of a piece of music and perform accordingly.  
 Students will understand and demonstrate appropriate behavior at rehearsals and performances.

**Concepts**

Music history  
 Culture  
 Rehearsal etiquette  
 Performance decorum

**Competencies**

Perform music from a variety of styles and time periods  
 Listen to and respond to recordings of historically significant music being studied  
 Describe different uses of music and its role in our culture and lives.  
 Demonstrate self/group confidence, discipline, and accepted rehearsal etiquette and performance decorum  
 Demonstrate audience behavior appropriate for the context and style of music performed

**Vocabulary**

Culture  
 Rehearsal etiquette  
 Performance decorum  
 Style periods  
 Composer  
 Performer  
 Audience  
 Performance  
 Communication  
 Style  
 Cue  
 Baton beats  
 Attention  
 Playing position  
 Resting position

**Assessments**

*Weekly teacher evaluation* – Teacher will assess and provide feedback to students on their performance.  
 Teacher created quiz  
*Weekly student evaluation* – Students will be required to self-assess, diagnose and make adjustments to improve their performance.  
*Open discussion* – Teacher and student lead discussions on student

**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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**Domain 3a-Communicating with Students, Directions & Procedures**

Students should be reminded that they need to use good oral language when communicating their ideas.

**Domain 3b Using Questioning and Discussion Techniques**

The teacher needs to engage the students in good discussions at stay on the topic

**Domain 3c Engaging Students in Learning**

The teacher needs to vary the activities in this unit.

**Domain 3d Using assessment in Instruction**

The teacher must continually monitor student progress to assure that all students are grasping concepts.

**Domain 3e Demonstrating Flexibility and Responsiveness**

Lessons must be adjusted in response to student learning.

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**Differentiation:**

- Provide additional time for students who need more assistance in skill development.
  - Break up larger concepts into smaller sections.
  - Utilize peer help.
  - Use graphic organizer.
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**Interdisciplinary Connections:**

Communication -English Class

History and Culture - History Class

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**Additional Resources:**

Lesson books

Supplemental method books

Audio and video recordings

Teacher website

Concert band music

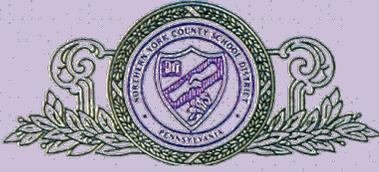
Recording device – ipad, MP3 recorder, computer

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**Created By:**

Joe Nebistinsky

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## Elementary Band / Grade 4-5 / Unit 5

### Form

<b>Subject</b> Band	<b>Grade</b> 4-5	<b>Unit</b> Form	<b>Suggested Timeline</b> Full year
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#### Grade Level Summary

Form is the overall structure or plan of a piece of music, and describes the layout of a composition. Students need to have an understanding of how music is organized. Playing with musicality refers to combining the elements of performance and interpreting the musical symbols to produce a stylistic musical expression.

#### Grade Level Units

- Unit 1 – Rhythm
- Unit 2 – Pitch
- Unit 3 – Technique
- Unit 4 – History/Culture
- Unit 5 – **Form**

#### Unit Title

Form

#### Unit Overview

Students will develop an understanding that form as an essential element to all music. They will discover that understanding the form of a piece of music makes learning it easier. Students will find the key to good sounding music is the development of musicality.

#### Unit Essential Questions

- How do we play when we see this sign [specific notation sign: repeat sign, 1<sup>st</sup> & 2<sup>nd</sup> endings, DC al Fine DS al fine, coda in our music?
- How do we interpret music to convey a musical idea?

#### Key Understandings

- Following the “road signs” in music notation, such as repeat signs, 1<sup>st</sup>/2<sup>nd</sup> endings, DC al Fine, DS al fine, coda is essential for the ensemble to play together.
- Interpreting the music symbols correctly allows us to express ourselves musically.

#### Focus Standards Addressed in the Unit

9.1.5 A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.5 B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.5 C	Know and use fundamental vocabulary within each of the arts forms.

#### Important Standards Addressed in the Unit

9.3.5 A	Identify critical processes in the examination of works in the arts and humanities. Compare and contrast, analyze, interpret, form and test hypotheses, evaluate/form judgments
9.1.5 K	Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

<p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>• Students perform with out observing repeats and “road signs”</li> <li>• Students will mistakenly believe at interpretation is reserved for the conductor only.</li> </ul>	<p><b>Proper Conceptions</b></p> <ul style="list-style-type: none"> <li>• Using sequential learning techniques, students will develop basic music reading skills following the correct form of the music.</li> <li>• Through discussion and demonstration, students will have a better understanding of interpretation responsibilities in music.</li> </ul>
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<p><b>Concepts</b></p> <p>Repeat Sign 1<sup>st</sup> &amp; 2<sup>nd</sup> Endings DC al Fine DS al fine Coda</p>	<p><b>Competencies</b></p> <p>Demonstrate an understanding of repeats and “road signs” in performance Perform music with appropriate musicality</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Repeat</li> <li>• Repeat Sign</li> <li>• Beginning</li> <li>• Facing repeat sign</li> <li>• 1<sup>st</sup> Ending</li> <li>• 2<sup>nd</sup> Ending</li> <li>• Fine</li> <li>• DC (Da Capo)</li> <li>• DS (Dal Segno)</li> <li>• Coda</li> <li>• Breath mark</li> <li>• Musicality</li> <li>• Interpretation</li> <li>• Nuance</li> </ul>
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**Assessments**

*Weekly teacher evaluation* – Teacher will assess and provide feedback to students on their performance.

*Weekly student evaluation* – Students will be required to self-assess, diagnose and make adjustments to improve their performance.

*Open discussion* – Teacher and student lead discussions on student

**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction*

**Domain 3a-Communicating with Students, Directions & Procedures**

Students should be reminded that the need to use good oral language when communicating their ideas.

**Domain 3b Using Questioning and Discussion Techniques**

The teacher needs to engage the students in good discussions at stay on the topic

**Domain 3c Engaging Students in Learning**

The teacher needs to vary the activities in this unit.

**Domain 3d Using assessment in Instruction**

The teacher must continually monitor student progress to assure that all students are grasping concepts.

**Domain 3e Demonstrating Flexibility and Responsiveness**

Lessons must be adjusted in response to student learning.

**Differentiation:**

- Provide additional time for students who need more assistance in skill development.
- Break up larger concepts into smaller sections.
- Utilize peer help.
- Use graphic organizer.

**Interdisciplinary Connections:**

Form- Art Class

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**Additional Resources:**

Lesson books

Supplemental method books

Audio and video recordings

Teacher website

Concert band music

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**Created By:**

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