

Brooklyn Institute for Liberal Arts

Unit Plan | 2022~2023

Teacher: Mr. Wertz
Subject: Beginning Band
Topic: Semester 2 Beginning Band
Unit Name: Balance/ Key Signatures and Accents
Term: Unit 4
Marking Period: 4



2022 ~ 2023 Instructional Focus: Know every student well.

Unit Rationale:

The purpose of this unit of study is to have students begin to explore musical repertoire outside of a method book.

Standards:

Benchmarks

- ❖ **Students synthesize elements of music, notation, and performance.**
 - Recognize form and structure through playing traditional and non-traditional instruments
 - Perform and master repertoire with attention to dynamics, tempo, articulation and phrasing
- ❖ **Students Emerge as artists through performance, improvisation, and composition**
 - Perform repertoire with authentic interpretation with regard to style and expression

Anchor Standard 5 Develop and refine artistic techniques and work for presentation.

MU:Pr 5.1.e.HSI

- a. Use teacher and student **feedback** to develop strategies that address expressive challenges to **refine performances**.
- b. Identify the need for aural and visual cues

Anchor Standard 8 Interpret meaning of artistic work.

MU: Re 8.1E.HSI

- a. Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

Enduring Understandings:

5.1: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

8.1: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Questions:

When is musical work ready to present?

How do we discern musical creators' and performers' expressive intent?

Why is the key important to a composition?

What qualities create a blend within an ensemble?

Essential content knowledge and skills students will acquire as a result of this unit:

Learning Goal 1: Students will learn to play with accurate ensemble Balance. (Lows louder than highs)

Learning Goal 2: Students will develop a clear picture of playing “in tone” on their instrument

Learning Goal 3: Students will be able to identify and perform staccato, tenuto, slur, accent articulations.

Learning Goal 4: Students will be able to subdivide 16th notes.

Summative Assessment

Performance Assessment:

Students will perform Louie Louie and be graded with an individual performance rubric

Critical Response:

Students will Listen to a performance of their music and respond noting the balance, tone, accents of the music.

Formative Assessments

Reoccurring Assessments:

- Daily Warm-up (CW)
 - Students will be awarded 5 points daily for being on time, and properly following the warm-up routine.
- Weekly Participation- 20 points(CW)
 - Students will be rated on their classroom performance based off of a 20 point rubric.
- Weekly Practice Homework- 20 points (HW)
 - Record 10 mins of practice and write how and what to improve.
- Vocabulary Quiz (Q)
 - Quiz on the new vocabulary words learned.

One time Assessments:

- Creative Corner (CW)
 - Students will complete a composition and share their response with the class.
- Professional Tone (HW)
 - Students will research two performers on their instrument and describe what makes their tone attractive. Students will be required to use content vocabulary to describe how the artist is achieving the desired tone.
- Required listening for measures of tone. (P)
 - Students will be given active listening sheets to record their observations of various
- Demonstration of learning (P)
 - Students will create a portfolio of their progress and select a homework recording to post.
- Key Signatures and Scales
 - Students will play their Level 2 (Concert Bb) Scales at QN=60 (Q)
 - Students will complete a circle of 5ths quiz (Q)
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Unit Vocabulary

-**Tone**- the sound of a musical instrument; good tone quality is clear, controlled, and consistent

~**in-tune**- matching one pitch with another;

- **Timing**-

~**16th note**- a note having the time value of a sixteenth of a whole note or half an eighth note. 4 fit into a beat.

- **Balance**- Lower instruments should have a more present sound than higher sounding instruments

- **Key signature**- any of several combinations of sharps or flats after the clef at the beginning of each stave, indicating the key of a composition

~**Scale**- an arrangement of the notes in any system of music in ascending or descending order of pitch.

~**Flat**- lowers the pitch by a $\frac{1}{2}$ step

~**Natural**- (of a note) not sharped or flatted.

~**Sharp**- raised the pitch by a $\frac{1}{2}$ step

-**Articulation**-clarity in the production of successive notes.

~**Staccato**-performed with each note sharply detached or separated from the others.

- ~**Tenuto**-(especially as a direction) with a note or chord held for its full time value or slightly more.
- Repeat**- a mark indicating a passage intended to be repeated.
- 1st & 2nd Ending**: Two different endings for a passage of music
- Pickup Note**- a partial measure of notes that precedes the downbeat (strong beat) of the first, full measure.

List of Lessons/Calendar

Topic(s)	Lesson 1	Lesson 2	Lesson 3	Homework/Assessment
16th note subdivision Level 2 Scales (Bb full octave) New notes: FL, OB, CL, BSN, TPT, HN, TBN, EUP, TBA, BELLS Percussion: Sus Cymbal	Warm-up* -Skip Accents -learning the new Warm-up routine will take the majority of this class. Discussion of Quality Tone during Flow Studies. If time Begin lesson 7 in MMM book Assign Tone Research Homework Due Friday	Warm-up* - Review routine Lesson 7 in MMM book: This lesson doesn't have any new concepts but students must learn new pitches. Hand out Louie Louie Tech Sheet** Begin Rehearsing Tech sheet** "Low Theme"	Warm-up* Level 2 Scales Quiz Depending on time we will play through "Dance of the Jack O'Lantern" Or "Low Theme"	Practice Homework Level 2 Scales quiz Tone Research Homework
Repeat Accidentals -flat -natural New notes: FL, OB, CL, BSN, AS, TS, TPT, HN, TBN, EUP, TBA, BELLS Percussion: Snare Drum off	Warm-up* Lesson 8 in MMM #1-4: Repeats, Accidentals Louie, Louie Tech Sheet**: "Low Theme" Give Vocabulary Words	Warm-up* Lesson 8 in MMM #5& A Renaissance Fair: Repeats, Accidentals <i>Creative Corner 1 Composition:</i> Finish For Homework if not completed in class.	Warm-up* Lesson 8 in MMM "A Renaissance Fair": Repeats, Accidentals Performance of Creative Corner1.	Practice Homework Give Vocabulary Words Creative Corner 1 Composition
1st & 2nd	Warm-up*	Warm-up*	Vocabulary	Practice Homework

<p>Endings</p> <p>Slurs “Round”</p> <p>Balance</p> <p>New notes: AS</p> <p>Louie Louie Melody</p>	<p>Explanation of pyramid of sound</p> <p>Lesson 9 in MMM #1-5: Slurs, 1st & 2nd Endings</p> <p>Louie, Louie Tech Sheet**: “Melody”</p>	<p>Lesson 9 in MMM Sacred Waters: 1st and 2nd Endings</p> <p>Louie, Louie Tech Sheet**: “Melody”</p>	<p>Quiz</p> <p>Warm-up*</p> <p>Lesson 9 in MMM Sacred Waters: 1st and 2nd Endings</p>	<p>Vocabulary Quiz 1</p> <p>-Tone ~in-tune ~Balance ~16th note ~Scale ~Circle of 5ths ~Flat ~Natural ~Sharp</p>
<p>Pickup Note Accidental (Sharp)</p> <p>Multi-Bar Rests</p> <p>New notes: FL, OB, CL, BSN, AS, TS, TPT, HN, TBN, EUP, TBA, BELLS</p> <p>Percussion: Sixteenth Notes</p>	<p>Warm-up*</p> <p>Lesson 10 in MMM #1-6: Pickup Note, Counting Measure Rests, Accidentals.</p> <p>Louie, Louie Tech Sheet**: “Melody”</p>	<p>Warm-up*</p> <p>Lesson 10 in MMM “Big Ol’ Bear”: Pickup Note, Counting Measure Rests, Accidentals.</p> <p>Louie, Louie Tech Sheet**: “Melody”</p>	<p>Warm-up*</p> <p>Louie, Louie: Actual Music *</p> <p>Students will be asked to circle parts they already know then we will rehearse the music</p> <p>“Sacred Waters” Playing Quiz</p>	<p>Practice Homework</p> <p>“Sacred Waters” Playing Quiz</p>
<p>Louie Louie Rehearsal</p> <p>Vocab Words</p> <p>(Room for flexibility in schedule)</p>	<p>Warm-up*</p> <p>Louie, Louie: mm: 1-21</p> <p>Lesson 9 in MMM Sacred Waters: Focus on balance</p>	<p>Warm-up*</p> <p>Louie, Louie: Full Song</p> <p>Lesson 10 in MMM “Big Ol’ Bear”</p>	<p>Vocabulary Quiz 2</p> <p>Warm-up*</p> <p>Selection of next piece</p>	<p>Practice Homework</p> <p>Vocabulary Quiz 2</p> <p>-Articulation ~Staccato ~Tenuto -Repeat -1st & 2nd endings -Pickup Note</p>
	<p>Warm-up*</p> <p>Louie, Louie: Full Song</p> <p>Performance of Louie Louie</p>	<p>Warm-up*</p> <p>Sightread of new piece.</p> <p>Intro to Critical Response.</p>	<p>Warm-up*</p> <p>Louie, Louie: Full Song; Apply listening feedback to music</p> <p>Critical Response Due.</p>	<p>Practice Homework</p> <p>Critical Response</p> <p>Performance of Louie Louie</p>

* Each lesson will include a daily Warm-up/ Engagement:

-Independent time (Clearly described on stand)

- Flow

-Lip Slurs

-Articulation

- Daily Scale

**** Tech Sheet: a summary of the main musical ideas (Melody, Counter Melody, Harmony, and Rhythms) of a piece of music.**

Modifications for SpEd/ELL Students:

Visual aids displaying the concepts we're learning are posted throughout the classroom. Such handouts will include a poster of the musical staff with the notes labeled for both the treble and clefs.

Modifications for Advanced Students:

Advanced students will be provided with more challenging versions of their parts along with being encouraged to assume a teacher assistant role and help their peers.

Hallmarks of Advanced Literacy

<p>Engaging Texts (Rich texts with relevant academic vocabulary): Standards of Excellence/Making Music Matter series for band. <i>Softly as in a Morning Sunrise, Blues Walk Louie Louie, Celestial Fare,</i></p>	<p>Daily Writing (Writing-to-Learn Strategies): Students will make notes to assist them with playing the parts. Ex- writing the subdivision for the beats of a rhythmically complex passage.³¹¹</p>
<p>Rich Discussion (Rigorous student-to-student discussions): Students will discuss phrasing choices among the classmates within their section of the ensemble.</p>	<p>High-Utility Vocabulary Words (Relevant academic vocabulary): Justify- Students will provide the reasoning behind phrasing decisions that are made within the ensemble. Analyze- Students will break down the form of the repertoire that we play.</p>