



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	<p>Music is a vital component in developing the whole child. Music education offers a unique learning opportunity to explore individual creativity, artistic expression and in-depth understanding of past and present cultures in our diverse world.</p> <p>A comprehensive music education will enable students to develop their musical abilities through self-discipline and focus, leading to increased confidence in learning across the entire curriculum.</p> <p>We believe that all students should have a comprehensive, balanced, and sequential curriculum of in-school instruction in music education in accordance with national, state and local standards, and that an education in music will develop the lifelong learning abilities and aesthetic skills necessary to contribute to a more cultured, educated society.</p>
Course	Band
Grade Level	8
Course description	N/A
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Time Signature	Tempo	Rhythm	Identifying in the text	Scales	Rudiments	Intonation	Tonging/Stroke	Embouchure/Grip
Creating									
MU:Cr1.1 Generate and conceptualize artistic ideas and work.			S						
MU:Cr2.1 Organize and develop artistic ideas and work.			S						
MU:Cr3.1 Refine and complete artistic work.			S						
Performing									
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P	P		P	P	P		S	P
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.			P						
MU:Pr6.1 Convey meaning through the presentation of artistic work.		S	P	S	S	S	P	P	

UNIT 1: 6/8 time

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Compound meter
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use cut time

Lesson Targets: I CAN

- Identify 6/8
- Count basic rhythms in 6/8 time
- Perform simple melodies in 6/8 time

Learning Activities:

- Exercises from method book in 6/8
- Differentiate between 6/8 and 2/4 in examples
 - Start in 6, transition to 2 (usually)
- Review what the top and bottom numbers of time signatures mean
- Learn and/or perform a band piece in 6/8
- Write in the counting of a rhythm in 6/8

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
It's just like 4/4, ¾, 2/4,...	How to read a time signature

RESOURCES

Lesson Book
 Rep in 6/8
 Rhythm worksheets in 6/8

Suggested Repertoire:
 Pegasus
 March of the Arachnids
 Fright Night
 Washington Post March
 Air Force March

UNIT 2: Woodwind Trills

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	trill
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use trills (woodwinds only)

Lesson Targets: I CAN

- Identify trills (woodwinds only) in music.
- Read trills (woodwinds only).
- Perform using trills (woodwinds only) in the context of the music.

Learning Activities:

- Exercises from method book or other sources with trills (woodwinds only).
- Learn and/or perform a band piece with trills (woodwinds only).
- Various exercises and games with trills (woodwinds only)

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

N/A

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Fingerings

RESOURCES

Lesson Book
Rep with trills (woodwinds only)
Worksheets with trills (woodwinds only)

Suggested Rep
 Skygazer Fanfare

UNIT 3: Intro of eighth note triplets

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	Eighth note triplets
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re7.1.E.	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do individuals choose music to experience?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute eighth note triplet rhythms (in simple meter)

Lesson Targets: I CAN

- Identify eighth note triplets in the music
- Count eighth note triplets rhythms
- Perform eighth note triplets rhythms

Learning Activities:

- Exercises from method book
- Standard arpeggios following major scales
- Various exercises and games using this rhythm (variations on familiar tunes, counting sheets with this rhythm, sight reading exercises with this rhythm)
- Learn and/or perform a band piece with triplet eighth notes

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

2 eighths and a quarter (uneven distribution of the notes)

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

N/A

RESOURCES

Lesson books

Ensemble repertoire

Suggested pieces:

Finale from the New World -Dvorak arr. Roszell

Fright Night arr. James Kazik

Star Wars (main theme)

UNIT 4: 17 Stroke rolls

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	17 stroke roll
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use 17 stroke rolls.

Lesson Targets: I CAN

- Identify 17 stroke rolls
- Read 17 stroke rolls
- Perform 17 stroke rolls in the context of the music.

Learning Activities:

- Exercises from method book or other sources with 17 stroke rolls.
- Learn and/or perform with the 17 stroke rolls
- Various exercises and games with the 17 stroke rolls.

ADDITIONAL CONSIDERATIONS**COMMON MISCONCEPTIONS**

N/A

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

5 stroke roll

9 stroke roll

RESOURCES

Lesson Book

Rep with 17 stroke rolls

Worksheets with 17 stroke rolls

UNIT 5: Flam Paradiddle

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Flam paradiddle
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use flam paradiddle technique.

Lesson Targets: I CAN

- Identify flam paradiddle
- Read flam paradiddle
- Perform flam paradiddle in the context of the music.

Learning Activities:

- Exercises from method book or other sources with flam paradiddle.
- Learn and/or perform with the flam paradiddle
- Various exercises and games with flam paradiddle.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Sticking doesn't matter

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Flam

paradiddle

RESOURCES

Lesson Book

Rep with flam paradiddle

Worksheets with flam paradiddle

UNIT 6: Bb Chromatic Scale one octave

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Chromatic Enharmonic Half step
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use the Bb Chromatic Scale one octave

Lesson Targets: I CAN

- Identify chromatic scales
- Read chromatic scales up to one octave
- Perform the Bb Chromatic Scale one octave ascending and descending.

Learning Activities:

- Exercises from method book or other sources with Bb Chromatic Scale one octave.
- Learn and/or perform with the Bb Chromatic Scale one octave.
- Various exercises and games with the Bb Chromatic Scale one octave

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Up and down are different	Ability to read a fingering chart
RESOURCES	
Lesson Book Rep with the Bb Chromatic Scale one octave Worksheets with the Bb Chromatic Scale one octave	

UNIT 7: C Major Concert scale and arpeggio

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
MU:Pr4.2.E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	C Major	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
MU:Pr6.1.E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	C Major	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		X	Physical Skill		
			Product Development		
			Learning Behavior		

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use the C Major Concert Scale

Lesson Targets: I CAN

- Identify the C Major Concert Scale.
- Read the C Major Concert Scale.
- Perform the C Major Concert Scale one octave ascending and descending.

Learning Activities:

- Exercises from method book or other sources with the C Major Concert Scale.
- Learn and/or perform with the C Major Concert Scale.
- Various exercises and games with the C Major Concert Scale

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

It is still B-flat
Key signature has no meaning

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Key signature

RESOURCES

Lesson Book
Rep with the C Major Concert Scale
Worksheets with the C Major Concert Scale

UNIT 8: Intro of adagio

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. (P)	X	Content Knowledge	adagio
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.(P)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re8.1. E.	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr6.1. E.	Demonstrate attention to technical accuracy and expressive qualities in prepared		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	and improvised performances of a varied repertoire of music.	X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do we discern the musical creators' and performers' expressive intent?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute adagio

Lesson Targets: I CAN

- Identify adagio in the music
- Define adagio
- Perform tempo changes by following a conductor

Learning Activities:

- Exercises from method book
- Various exercises and games following the conductor through tempo changes (internal pulse, follow conductor, variations on familiar tunes)
- Marking the text (glasses, arrows, etc.)
- Learn and/or perform a band piece with an adagio tempo

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Thinking it's allegro	Following a conductor Keep a steady beat

RESOURCES

Lesson books
Ensemble repertoire

UNIT 9: Intro of cesura

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. (P)	X	Content Knowledge	Cesura 'Railroad tracks'
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.(P)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr6.1. E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute cesura

Lesson Targets: I CAN

- Identify cesura in the music
- Define cesura
- Perform cesura by following a conductor

Learning Activities:

- Exercises from method book
- Various exercises and games following the conductor through tempo changes (internal pulse, follow conductor, variations on familiar tunes)
- Marking the text (glasses, "railroad tracks," etc.)
- Learn and/or perform a band piece with cesura

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Keep going!	Follow a conductor
RESOURCES	
Lesson books Ensemble repertoire	

UNIT 10: Using a metronome

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. (P)	X	Content Knowledge	metronome
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.(P)	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and demonstrate how to use a metronome in a group and individually.

Lesson Targets: I CAN

- Set a metronome tempo
- Play my instrument with a metronome at varying tempos

Learning Activities:

- Exercises from method book
- Various exercises and games following a metronome through tempo changes (internal pulse and subdivision, variations on familiar tunes)
- Setting metronome markings
- Learn and/or perform a band piece with metronome marking

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Don't have to play with the metronome

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Curricular time signatures and tempi

Subdivision

'Feeling' the beat

RESOURCES

Lesson books

Ensemble repertoire

UNIT 11: Articulation Marcato

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1. E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	marcato
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr4.1. E.	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

MU:Pr4.3.E	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re7.2.E	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How does understanding the structure and context of the music influence a response?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.

- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute the use of marcato

Lesson Targets: I CAN

- Identify marcato
- Explain marcato
- Demonstrate marcato on my instrument

Learning Activities:

- Exercises from method book
- Various exercises and games using this articulation (variations on familiar tunes, sight reading and other exercises with this articulation)
- Learn and/or perform a band piece with this articulation

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Just an accent

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Accent

RESOURCES

Various sheet music
Lesson books

Suggested Repertoire
Most Marches