



***Bristol Public Schools***  
**Office of Teaching & Learning**

<b>Department</b>	Music
<b>Department Philosophy</b>	<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>
<b>Course</b>	Band
<b>Course Description for Program of Studies</b>	N/A
<b>Grade Level</b>	7
<b>Pre-requisites</b>	N/A
<b>Credit (if applicable)</b>	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
<b>Creating</b>									
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						
<b>Performing</b>									
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	
<b>Responding</b>									



## UNIT 1: Intro of '*a tempo*'

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Re7.2.E</b>	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	X	Content Knowledge	' <i>a tempo</i> ' , accelerando, ritardando, fermata,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
<b>MU:Pr4.2.E</b>	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
<b>MU:Pr4.3.E</b>	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	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 the music influence a response?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?

## UNIT ENDURING UNDERSTANDING

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

**Lesson Targets:** I CAN

- Identify a tempo in the music
- Define a tempo
- 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 a tempo

## ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Go fast!	Accelerando, ritardando, fermata, allegro, moderato, andante
<b>RESOURCES</b>	
Lesson books Ensemble repertoire	

**UNIT 2: Alla breve time signature (AKA “Cut Time”)**

## UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2.E</b>	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Cut time, subdivision,
		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 cut time (2/2 or symbol)
- Count basic rhythms in 2/2 time
- Perform simple melodies in 2/2 time

**Learning Activities:**

- Exercises from method book in 2/2
- Differentiate between 2/2 and 4/4 in examples
  - Intro music in 4/4, transition into 2/2
- Review what the top and bottom numbers of time signatures mean
- Learn and/or perform a band piece in 2/2
- Write in the counting of a rhythm in 2/2

**ADDITIONAL CONSIDERATIONS**

**COMMON MISCONCEPTIONS**

Just fast 4/4,

**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**

How to read in 4/4, how to subdivide,

**RESOURCES**

Lesson Book  
Rep in 2/2



## UNIT 3: Divisi

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2.E</b>	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Divisi, a2
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
<b>MU:Pr6.1.E</b>	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 divisi

**Lesson Targets:** I CAN

- Identify divisi in music.
- Read divisi parts.
- Perform using divisi in the context of the music.

**Learning Activities:**

- Exercises from method book or other sources with divisi.
- Learn and/or perform a band piece with divisi.
- Various exercises and games with divisi
- Marking the text (glasses, arrows, etc.)

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Top part is better, bottom part is easier,	N/A
RESOURCES	
Lesson Book Rep with divisi Worksheets with divisi	

## UNIT 4: 1st and 2nd ending

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
<b>MU:Pr4.2.E</b>	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	First and second endings  Repeat sign	Implied
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
<b>MU:Pr6.1.E</b>	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 1st and 2nd endings

**Lesson Targets:** I CAN

- Identify 1st and 2nd endings in music.
- Read 1st and 2nd ending.
- Perform using 1st and 2nd endings in the context of the music.

**Learning Activities:**

- Exercises from method book or other sources with 1st and 2nd endings.
- Learn and/or perform a band piece with 1st and 2nd endings.
- Various exercises and games with 1st and 2nd endings
  - Familiar tunes that can be modified to have 1st and 2nd endings.
- Marking the text (glasses, arrows, etc.)

**ADDITIONAL CONSIDERATIONS**

**COMMON MISCONCEPTIONS**

On 2nd ending, play the first ending again  
Playing straight through

**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**

Repeat sign

**RESOURCES**

Lesson Book  
Rep with 1st and 2nd endings  
Worksheets with 1st and 2nd endings

## UNIT 5: Roadmaps

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2.E</b>	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Da Capo
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Del segno
			Physical Skill	Al fine
		X	Product Development	Al coda
			Learning Behavior	
<b>MU:Pr6.1.E.</b>	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 Da Capo/Dal Segno with al Fine/al Coda.

**Lesson Targets:** I CAN

- Identify Da Capo/Dal Segno with al Fine/al Coda in music.
- Navigate Da Capo/Dal Segno with al Fine/al Coda in music.
- Perform using Da Capo/Dal Segno with al Fine/al Coda in the context of the music.

**Learning Activities:**

- Exercises from method book or other sources with Da Capo/Dal Segno with al Fine/al Coda.
- Learn and/or perform a band piece with Da Capo/Dal Segno with al Fine/al Coda.
- Various exercises and games with Da Capo/Dal Segno with al Fine/al Coda.
- Marking the text (glasses, arrows, etc.)



**ADDITIONAL CONSIDERATIONS**

**COMMON MISCONCEPTIONS**

**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**

DC and DS are the same

N/A

**RESOURCES**

Lesson Book

Rep with Da Capo/Dal Segno with al Fine/al Coda.

Worksheets with Da Capo/Dal Segno with al Fine/al Coda.

## UNIT 6: Basic Tuning

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr6.1.E.</b>	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	Tuner
			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?

### 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.

### UNIT DESCRIPTION

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

- Understand and execute basic tuning (pushing in and pulling out) while using a tuner

**Lesson Targets: I CAN**

- Use a tuner with teacher help to identify basic tuning
- Use a tuner with teacher help to know whether the pitch is sharp, flat, or in tune.
- Adjust my instrument accordingly.

**Learning Activities:**

- Exercises from method book (chords)
- Various exercises and games using a tuner
- Playing with a drone

**Assessment of Learning:**

**ADDITIONAL CONSIDERATIONS**

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Blowing harder will change your pitch	Flat  sharp

**RESOURCES**

Chromatic tuners and/or tuner apps  
Lesson books

## UNIT 7 :Intro of 4 beamed sixteenth notes

### UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary	
<b>MU:Pr6.1.</b> <b>E</b>	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. (P)		Sixteenth notes	
				Content Knowledge
				Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X		Physical Skill
				Product Development
		Learning Behavior		
<b>MU:Pr5.1.</b> <b>E</b>	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. (P)		Sixteenth notes	
				Content Knowledge
				Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
				Physical Skill
		X		Product Development
		Learning Behavior		
<b>MU:Cr1.1.</b> <b>E</b>	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. (S)		Sixteenth notes	
				Content Knowledge
		X		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
				Physical Skill
		X		Product Development
		Learning Behavior		
<b>MU:Cr2.1.</b> <b>E</b>	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding		Sixteenth notes	
		X		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
				Physical Skill

	of characteristic(s) of music or text(s) studied in rehearsal.(S)	X	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 musicians improve the quality of their performance?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?

### 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.
- 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.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.

### UNIT DESCRIPTION

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

- Understand and execute 4-beamed sixteenth note rhythms

**Lesson Targets:** I CAN

- Identify sixteenth notes in the music
- Count sixteenth note rhythms
- Perform sixteenth note rhythms

**Learning Activities:**

- Exercises from method book
- Various exercises and games using this rhythm (variations on familiar tunes, counting sheets with this rhythm, sight reading exercises with this rhythm,
- Basic composition using sixteenth notes
- Learn and/or perform a band piece with sixteenth notes

**ADDITIONAL CONSIDERATIONS**

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Have to be fast  Same as eighth notes	subdivision

**RESOURCES**

**Resources:**

Lesson books  
 Ensemble repertoire

Suggested pieces:

Fanfare for a Galactic Empire

## UNIT 8: 5 Stroke rolls

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2.</b> <b>E</b>	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	5 stroke roll
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
<b>MU:Pr6.1.</b> <b>E</b>	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

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

- Understand and use 5 stroke rolls.

**Lesson Targets:** I CAN

- Identify 5 stroke rolls
- Read 5 stroke rolls
- Perform 5 stroke rolls in the context of the music.

**Learning Activities:**

- Exercises from method book or other sources with 5 stroke rolls.
- Learn and/or perform with the 5 stroke rolls
- Various exercises and games with the 5 stroke rolls.



## ADDITIONAL CONSIDERATIONS

### COMMON MISCONCEPTIONS

Move sticks really fast

Same as a 9 stroke roll

### PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Roll technique

16th notes

9 stroke roll

## RESOURCES

Lesson Book

Rep with 5 stroke rolls

Worksheets with 5 stroke roll

## UNIT 9: Drag

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2.E</b>	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Drag
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
<b>MU:Pr6.1.E</b>	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

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

- Understand and use drag technique.

**Lesson Targets:** I CAN

- Identify drags
- Read drags
- Perform drags in the context of the music.

**Learning Activities:**

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

### ADDITIONAL CONSIDERATIONS

#### COMMON MISCONCEPTIONS

Same as a flam

#### PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Flam

Double bounce

### RESOURCES

Lesson Book  
Rep with drags  
Worksheets with drags

# UNIT 10: Flam tap

## UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2.E</b>	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Flam tap
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
<b>MU:Pr6.1.E</b>	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

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

- Understand and use flam tap technique.

**Lesson Targets:** I CAN

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

**Learning Activities:**

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

**ADDITIONAL CONSIDERATIONS**

**COMMON MISCONCEPTIONS**

Sticking doesn't matter

**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**

Alternate sticking

Flam

**RESOURCES**

Lesson Book  
Rep with flam tap  
Worksheets with flam tap

## UNIT 11: Eb Major Scale and Arpeggio

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2.</b> <b>E</b>	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Eb Major
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
<b>MU:Pr6.1.</b> <b>E</b>	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

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

- Understand and use the Eb Major Concert Scale

**Lesson Targets:** I CAN

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

**Learning Activities:**

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

### ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Same as Bb Bb is 'the scale' Key signature does not exist	How to play an arpeggio

### RESOURCES

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

## UNIT 14: Articulation, Tenuto & Staccato

### UNWRAPPED STANDARDS

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

<b>MU:Pr4.3.E</b>	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
<b>MU:Re7.2.E</b>	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 different lengths of staccato and tenuto

**Lesson Targets:** I CAN

- Identify the different lengths of staccato and tenuto
- Explain the different lengths of staccato and tenuto
- Demonstrate the different lengths of staccato and tenuto on my instrument

**Learning Activities:**

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

## ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
That the staccato dot is the same as a dotted note	Staccato
Don't tongue the 'smooth' notes	

## RESOURCES

Various sheet music  
Lesson books