

Unit 4: Spring Concert/Solo and Ensemble**Estimated Time: 9 Weeks****Course Level Expectations:**

- 1.2 Sing harmonies up to four parts with good tone and intonation.
- 3.1 Improvise a rhythm or melody over a given chord progression.
- 3.2 Experiment with variations on a given melody.
- 3.3 Experiment with rhythmic or chordal accompaniments for a melody.
- 5.2 Implement correct notation in various applications.
- 8.1 Illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.
- 8.2 Compare ways in which other academic disciplines, including technology, are interrelated with music.

Prerequisite Skills:

Communication: Expresses ideas through musical performance.

Historical Awareness: Prepare, analyze, rehearse and perform a variety of materials including concert band literature, solo and small ensemble works, band methods other reference sources.

Acquiring Information: Be able to read to music. Use tuners, metronomes and technology sources.

Analysis of Data and Problem Solving: Identify relevant factual materials; classify information by source, chronology, and importance; critically examine data from a variety of forms; compare and contrast data; note cause and effect relationship and draw inferences from a variety of data; predict likely outcomes and recognize cases in which more than one interpretation of data is valid; test the validity of the information using criteria as source, objectivity, technical correctness and accuracy.

Essential Questions:

- 1) How do I prepare myself to play with a concert band?
- 2) What should a concert band sound like?
- 3) What is the correct musical style?
- 4) How do I prepare myself to perform a solo or with a small ensemble?
- 5) How is the concert band evaluated and adjudicated?
- 6) How is a solo and small ensemble evaluated and adjudicated?

Unit Vocabulary: Solo, Duet, Trio, Quartet, Quintet, Form, Head, Bridge, Changes, Chord Progression, 12 bar blues, Scat, Enclosure, Arpeggio. Additional vocabulary terms should be determined by the current repertoire being prepared.

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>Performance Indicators Teacher—as documented through teacher observation—</p> <p>1.2 Sing with others harmonic intervals appropriate to the music studied.</p> <p>1.2 Sing with others chords appropriate to the music studied.</p>	<p>1.2.1 Sing a two-part harmonization with both parts using the same rhythm.</p> <p>1.2.2 Sing a two-part harmonization with each part using independent rhythms</p> <p>1.2.3 Sing a three part harmonization with all parts using the same rhythm.</p> <p>1.2.4 Sing a four part harmonization with all parts using the same rhythm.</p>	<p>Group analysis of music fundamentals.</p> <p>Scale and percussion rudiments assessment.</p> <p>Assessment of selected excerpts from repertoire to be performed.</p> <p>Self-Assessment and</p>	<p><i>Foundations for Superior Performance: Warm-ups & Techniques for Band</i> by Richard Williams and Jeff King</p> <p><i>TIPPS: Tone, Intonation, Phrasing, Precision, Style</i> by Nilo W. Hovey</p> <p><i>101 Rhythmic Rest Patterns</i> by Grover C. Yaus</p> <p><i>I Recommend</i> by James D. Ployhar</p>	<ol style="list-style-type: none"> 1. History 2. Dance 3. Theatre 4. Visual Arts 5. Information Technology 6. Engineering

<p>1.2 Sing with good tone and intonation.</p> <p>3.1 Improvise a rhythm within a teacher-given parameter.</p> <p>3.1 Improvise a melody within a teacher-given parameter.</p> <p>3.2 Create a variation on a teacher-given melody.</p> <p>3.3 Improvise a rhythmic accompaniment for a teacher-given melody</p> <p>3.3 Improvise a chordal accompaniment for a teacher-given melody.</p> <p>5.2 Use correct notation in selected applications.</p> <p>8.1 Identify terms common to music and visual art, theatre, and dance.</p> <p>8.2 Explain, written or orally, connections between music and another academic discipline.</p>	<p>3.1.1 Apply fundamental concepts of improvisation using a given melody and/or rhythm pattern.</p> <p>3.1.2 Perform an improvisation of a melody using given rhythms over teacher-selected chords.</p> <p>3.1.3 Perform an improvised melody with complex rhythms over a given chord progression in major or minor scales.</p> <p>3.1.4 Perform an improvised melody with complex rhythms using a blues scale.</p> <p>3.2.1 Create a variation of a simple melody with a minimum of five pitches and varying rhythms.</p> <p>3.2.3 Create a minimum of two variations on a given melody.</p> <p>3.2.4 Create a minimum of three variations on a complex melody.</p> <p>3.3.1 Create a simple rhythmic or chordal accompaniment for an eight-measure melody.</p> <p>3.3.2 Create a simple rhythmic and chordal accompaniment for an eight-measure melody.</p> <p>3.3.3 Create a simple chordal and rhythmic accompaniment employing syncopation for an eight-measure melody.</p> <p>3.3.4 Create a chordal and rhythmic accompaniment employing compound meters for an eight-measure melody.</p> <p>5.2.1 Notate basic rhythmic patterns when presented aurally.</p> <p>5.2.2 Notate intervals in a major key within an octave when presented aurally.</p> <p>5.2.3 Notate a simple melody in a major key given aurally.</p>	<p>teacher assessment from performance recordings.</p> <p>External evaluation and adjudication (tapes and sheets).</p>	<p><i>Treasury Scales</i> by Leonard B Smith</p> <p><i>16 Bach Chorales</i> arr. by Lake</p> <p><i>Symphonic Band Technique</i> by Tom C. Rhodes and Donald Bierschenk</p> <p><i>Chop Monster</i> by Shelly Berg</p> <p>www.jwpepper.com</p> <p>www.mtsboa.org</p>	
---	---	--	--	--

	<p>5.2.4 Notate rhythmic and melodic examples on a Grade II level when presented aurally.</p> <p>8.1.1 Discover shared vocabulary between music and other arts disciplines through teacher-guided discussion.</p> <p>8.1.2 Explain similarities between music and another arts discipline through teacher-guided discussion.</p> <p>8.1.3 Compare and contrast the elements of music and those of other arts disciplines through teacher-guided discussion.</p> <p>8.1.4 Explore the relationship between music and other arts in a given work (e.g., a specific opera or ballet).</p> <p>8.2.1 Discover the relationship between music and another academic discipline through teacher-guided discussion.</p> <p>8.2.2 Discuss the similarities between music and other academic disciplines through teacher-guided discussion.</p> <p>8.2.3 Discuss the relationship between music and other academic disciplines including technology through teacher-guided discussions.</p> <p>8.2.4 Explain, verbal and written, the relationship between music and other academic disciplines including technology.</p>			
--	--	--	--	--