

Unit Overview	
Content Area: Performance/Music	
Unit Title: 3 rd Year Student	Unit: 3 rd Year Student
Target Course/Grade Level: 6 th	Timeline: Ongoing
<p>Unit Summary</p> <p>Students will continue to further their knowledge and skills to perform alone and with others on a band instrument a varied repertoire of music. Students will continue to refine technical, physical, and perceptual skills through creating music.</p>	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
1.2	History of the Arts and Culture: All students will understand the role, development, and influence of the arts through history and across cultures.
1.3	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art/ dance, music, theatre, and visual art.
1.4	Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. • The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. • Art and culture reflect and affect each other. • Complex scores may include compound meters and the grand staff. • Music composition is governed by prescribed rules and forms that apply to both improvised and scored music. • Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. • Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

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1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter , and compound meter .		
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.		
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.		
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.		
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.		
9.1.4.A.2	Evaluate available resources that can assist in solving problems.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does learning to play an instrument enhance our lives? • How does proper breathing technique enhance tone quality and phrasing • What is represented by increasingly complex music symbols (rests/notes/repeats/dynamics/articulation/tempi/)? • How does scale memorization increase music reading fluency? • How does reflection contribute to future success in performing? • How can music communicate ideas and feelings? • How does sight-reading contribute to music reading fluency? • What factors contribute to a successful performance? • How can music be used for utilitarian and non-utilitarian purposes? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Understandings</p> <ul style="list-style-type: none"> • Learning how to play an instrument can positively affect multiple facets of our academic and personal lives. • Constant critique and reflection develops the musical ear, increases awareness and sensitivity, and develops problem solving techniques. • Problem solving skills not only help in the music classroom but in all aspects of life and learning. • Music can be used for utilitarian and non-utilitarian purposes. • Listening and teamwork are essential skills that transcend the music classroom. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does learning to play an instrument enhance our lives? • How does proper breathing technique enhance tone quality and phrasing • What is represented by increasingly complex music symbols (rests/notes/repeats/dynamics/articulation/tempi/)? • How does scale memorization increase music reading fluency? • How does reflection contribute to future success in performing? • How can music communicate ideas and feelings? • How does sight-reading contribute to music reading fluency? • What factors contribute to a successful performance? • How can music be used for utilitarian and non-utilitarian purposes? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> • Learning how to play an instrument can positively affect multiple facets of our academic and personal lives. • Constant critique and reflection develops the musical ear, increases awareness and sensitivity, and develops problem solving techniques. • Problem solving skills not only help in the music classroom but in all aspects of life and learning. • Music can be used for utilitarian and non-utilitarian purposes. • Listening and teamwork are essential skills that transcend the music classroom.
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<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p> <ul style="list-style-type: none"> • Produce an increasingly richer and fuller tone • Demonstrate an increasing understanding in proper breathing techniques • Demonstrate an understanding of phrasing • Perform accurate articulation • Perform increasingly difficult rhythms • Develop control of dynamics • Perform music written in varying time signatures • Perform alone and with others a varied repertoire of music • Critique themselves and their peers and offer constructive feedback • Demonstrate proper practice technique • Demonstrate music reading literacy through sight reading exercises • Perform in concerts throughout the year 			
<p>Integration of Technology: Interactive whiteboard; Computer, Document Camera</p>			
<p>Technology Resources: Soundwave Audacity, www.musictheory.net, www.themusicinteractice.com, jwpepper.com, iTunes, www.youtube.com, Smartphone Applications</p>			

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Opportunities for Differentiation: Opportunity for individual instruction based on students' unique learning styles. Using visual, aural, and kinesthetic teaching practices to accommodate different learning styles	
Enrichment: Solo repertoire and performance opportunities, accelerated assignments through the lesson book.	
Primary interdisciplinary connections: Math, Social Studies, Technology	
21st century themes: Creativity and innovation; critical thinking	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> • Mastery of concert repertoire • Concert Performance 	
Teacher Instructional Resources: Yamaha Band Student Conductor Scores, www.jwpepper.com , www.nafme.com , Individual weekly lesson comment binder	
Formative Assessments	
<ul style="list-style-type: none"> • Teacher Observation • Discuss similarities in the constitution and the class rules • Debate school related issue in a role play of school board meeting 	<ul style="list-style-type: none"> • Make a map of the classroom • Class Jobs worksheet • Define themselves as citizens of the United States • Family Tree or Picture Frame
<u>ACTIVITIES</u>	<u>MATERIALS</u>
Group warm-ups	Lesson book
Scale exercises	Band repertoire
Echo playing	Duet and trio books
Sight reading	Metronome
Individualized instruction	Sight reading material
Interactive whiteboard based supplemental activities	