**Earle School District**

**UNIT PLAN**

Teacher: \_\_Loughran\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_High School Band\_\_\_\_\_\_\_ Grade Level: \_9-12\_\_\_\_\_ Date: \_\_2/24-3/17\_\_\_\_ Appx Length: \_\_3 Weeks\_\_\_\_\_\_\_\_\_\_\_\_

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| **UNIT 7: Rhythm/Minor Scales and Concert Assessment****Performance** | **Integrated Disciplines: will add once collaboration begins in spring.**Literacy \_\_x\_\_\_ Writing \_\_x\_\_\_ Math \_\_\_\_\_ Social Studies \_\_\_\_Science \_\_\_\_\_ English \_\_\_\_\_ Art \_\_\_\_\_ Music \_\_\_\_\_ GT \_\_\_\_\_ Computer \_\_\_\_\_ Other \_\_\_\_\_ |
| **Standard/s (CCSS)****[CCSS.ELA-Literacy.CCRA.L.1](http://www.corestandards.org/ELA-Literacy/CCRA/L/1/)Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.****[CCSS.ELA-Literacy.CCRA.L.2](http://www.corestandards.org/ELA-Literacy/CCRA/L/2/)Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.****[CCSS.ELA-Literacy.CCRA.L.4](http://www.corestandards.org/ELA-Literacy/CCRA/L/4/)Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** | **CE.2.IMI-IV.4 Perform fundamental elements and principles of *phrasing* and*****expressio*n*****tempi* (e.g., *grave, lento, andante, moderato, allegro,******presto*)*****expressive markings* (e.g., *cantabile, dolce, grandioso,******maestoso*)*****articulations* (e.g., *tenuto, staccato, legato, accents,******marcato*)*****dynamics* [e.g., *crescendo, decrescendo, pianissimo (pp),******piano (p), mezzo piano (mp), mezzo forte (mf), forte (f), fortissimo******(ff)*]****ST.1.IMI-IV.4 Perform *scales* by memory (e.g., *major, minor, chromatic*)****ST.1.IMI-IV.5 Perform *rudiments* by memory (e.g., single stroke roll, long roll, five****stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)****ST.1.IMI-IV.6 Perform instrument-specific technique builders (e.g., *lip slurs* for****brass, *arpeggios, thirds, etudes, chorales, tonguing* and *slurring******patterns,* double stops for percussion*, octaves*)****ST.1.IMI-IV.5 Perform *rudiments* by memory (e.g., single stroke roll, long roll, five****stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)****ST.1.IMI-IV.6 Perform instrument-specific technique builders (e.g., *lip slurs* for****brass, *arpeggios, thirds, etudes, chorales, tonguing* and *slurring******patterns,* double stops for percussion*, octaves*)****ST.1.IMI-IV.1 Demonstrate characteristic *tone* quality in practical *registers* using****moderate *dynamic* levels****ST.1.IMI-IV.2 Demonstrate accurate *intonation* (e.g., *tubing length*, *alternate******fingerings*, individual instruments, *instrumental pitch tendencies,******chords*)****ST.1.IMI-IV.3 Demonstrate *vertical alignment* within an *ensemble******internalizing beat*****following conductor (e.g., *preparatory beat, tempo******changes, meter*)****varied *meters* (e.g., *simple, compound*, *asymmetrical*)*****rhythmic patterns* (e.g., dotted eighth and sixteenth *notes*,*****syncopation, triplets*)*****meter* changes** |
| **Essential Questions/ Big Ideas:** Enduring Understanding, Relevance to students, Overarching Objectives1. What Criteria is used when evaluating a performance? | **Vocabulary Words:****Full Range Scales, Harmony, Chorale Studies** |
| **Learning Activities:****Daily Rehearsal Schedule****Tuning/Warm-Up****-Each Section plays concert B-flat, Individuals Tunes according to Teacher’s tuner or section tuner-Band Plays B-flat, Band Performs B-flat Scale** **-Band will rehearse #’s from Foundations for Superior Performance****Rehearsal** **-Rehearsals will be based on Macro and Micro Style. Teacher will run through a piece and then take time to pull out the sections that need the most work in that moment or based off of rehearsal plan due to Formative/Daily Assessments prior.** **-Students will watch video taped performances by other bands and also of themselves and make comparisons.****-Listen to Recordings of other groups performing pieces that our similar to the music we have chosen for contest and evaluate these using our rubric****-Record ourselves performing the following music and evaluate ourselves using the ASBOA Rubric****Closure****-Rehearse the whole song or whole show and section leaders, drum majors, and director provide feedback.****-Students will set weekly and unit goals to better rehearse****Every Monday: Chair Challenges, Music Check Offs and Playing Tests.** | **Blooms Taxonomy: cover all throughout unit*** Remembering
* Understanding
* Applying
* Analyzing
* Evaluating
* Creating
 | **Marzano’s Instructional Strategies: cover all throughout unit*** Identifying similarities and differences
* Summarizing and note taking
* Reinforcing effort and providing recognition
* Homework and practice
* Nonlinguistic representations
* Cooperative learning
* Setting objectives and providing feedback
* Generating and testing hypothesis
* Questions, cues, and advance organizers
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| **Assessments** | **Resources/Technology**List of Websites, Read Aloud Books, Games & etc. |
| **Formative/Daily:****-Visual and Aural Assessment****-Sectional Check-ins with Section Leaders-Individuals Playing Daily based on check off sheet** | **Interim:****-Concert Music Selection Playing Quizzes-Warm up Playing Tests** | **Summative:****-Playing Test on sections of the song based on ASBOA Rubric** **-Concert Assessment Performance at West Memphis High School**  | **Music, Drill Sheets, YouTube, Pandora, Video Taping, Overhead Projector, Rhythm Sheets, Flip Folders, Reflection Tickets, Foundations for Superior Performance** |