**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 Objectives  1. 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 |
| **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** | |