

Topic: Position

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate proper instrument position, hand position, finger placement, rest position, and playing position.

Core Lesson Student Learning Objectives: Students will demonstrate proper instrument position, hand position, finger placement, rest position, and playing position.

Core Lesson Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Core Lesson Big Ideas: 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.

Core Lesson Materials: Instruments, chairs, stands

Core Lesson Key Terminology & Definitions: Posture, embouchure, rest position, playing position, finger placement/fingering systems.

STANDARDS

National: NAFME - Ensemble - Music (2014)

[MU:Pr6.1.E.8a \(Advanced\)](#) Intermediate: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

[MU:Pr6.1.E.8b \(Advanced\)](#) Intermediate: Demonstrate an understanding of the context of the music through prepared and improvised performances.

Topic: Breathing

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate proper breathing technique/use of air in performance.

Core Lesson Student Learning Objectives: Students will demonstrate proper breathing technique/use of air in performance.

Core Lesson Essential Questions: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Core Lesson Big Ideas: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Core Lesson Materials: Air glue, bucket playing, breathing gym, pneumo pro

Core Lesson Key Terminology & Definitions: Vowel shape, embouchure, long tones

STANDARDS

National: NAFME - Ensemble - Music (2014)

[MU:Cn11.0.T.8a \(Advanced\)](#) Intermediate: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Topic: Embouchure

Minutes for Topic: 184

Core Lesson Description: Demonstrate visually and aurally proper embouchure.

Core Lesson Student Learning Objectives: Demonstrate visually and aurally proper embouchure.

Core Lesson Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Core Lesson Big Ideas: 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.

Core Lesson Key Terminology & Definitions: Embouchure, vowel shape, teeth position, mouthpiece placement

STANDARDS

National: NAfME - Ensemble - Music (2014)

[MU:Pr6.1.E.8a \(Advanced\)](#) Intermediate: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

Topic: Intonation

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate tuning practices, both gross and fine.

Core Lesson Student Learning Objectives: Students will demonstrate tuning practices, both gross and fine.

Core Lesson Essential Questions: How do musicians improve the quality of their performance?

Core Lesson Big Ideas: 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.

Core Lesson Materials: Tuner, instruments, harmony director

Core Lesson Key Terminology & Definitions: Tuning, intonation, in-tune, out of-tune, tuner, sharp, flat

STANDARDS

National: NAfME - Ensemble - Music (2014)

[MU:Pr5.3.E.8a \(Advanced\)](#) Intermediate: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Unit: Technique

Timeline: Week 37

STANDARDS: STANDARDS

National: NAfME - Ensemble - Music (2014)

[MU:Cr1.1.E.8a \(Advanced\)](#) Intermediate: Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

[MU:Pr4.1.E.8a \(Advanced\)](#) Intermediate: Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

[MU:Pr6.1.E.8a](#) Intermediate: Demonstrate attention to technical accuracy and

(Advanced)	expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	
MU:Re7.1.E.8a (Advanced)	Intermediate: Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	
MU:Re8.1.E.8a (Advanced)	Intermediate: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	
MU:Cn10.0.H.8a (Advanced)	Intermediate: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	

 (* standards consolidated from Topic level)

Topic: Articulation

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate legato, staccato, accent, marcato, slur, and long-lifted articulations.

Core Lesson Student Learning Objectives: Students will demonstrate legato, staccato, accent, marcato, slur, and long-lifted articulations.

Core Lesson Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Core Lesson Big Ideas: 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.

Core Lesson Materials: Sound Innovation, ensemble books, repertoire

Core Lesson Key Terminology & Definitions: Articulation, accent, legato, staccato, mercado, slur, long-lifted

STANDARDS

National: NAfME - Ensemble - Music (2014)

MU:Pr4.1.E.8a
(Advanced) Intermediate: Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

MU:Pr6.1.E.8a
(Advanced) Intermediate: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

Topic: Fingerings/Percussion sticking

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate 1 octave Bb, Eb, F, and Ab Major scales; Bb Chromatic Scale, Trill fingerings, rudiments of: Flam, single paradiddle, double paradiddle, multiple bounce rolls, 17-stroke roll, triple paradiddle, flam accent, flam paradiddle.

Core Lesson Student Learning Objectives: Students will demonstrate 1 octave Bb, Eb, F, and Ab Major scales; Bb Chromatic Scale, Trill fingerings, rudiments of: Flam, single paradiddle, double paradiddle, multiple bounce rolls, 17-stroke roll, triple paradiddle, flam accent, flam paradiddle.

Core Lesson Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Core Lesson Big Ideas: 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.

Core Lesson Materials: Instrument racer, FlipGride, repertoire, Sound Innovations Ensemble book, Vic Firth website

Core Lesson Fingering systems (1,2,3; bip, bop, tip, top, lip, lop), rudiments

Key Terminology & Definitions:

STANDARDS

National: NAFME - Ensemble - Music (2014)

MU:Pr4.1.E.8a (Advanced) Intermediate: Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

MU:Pr6.1.E.8a (Advanced) Intermediate: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

Topic: Dynamic control

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate dynamic control ranging from *pp* to *ff* (*pp*, *p*, *mp*, *mf*, *f*, *ff*) and *fp*. Students will also demonstrate ensemble balance in relation to individual dynamic control.

Core Lesson Student Learning Objectives: Students will demonstrate dynamic control ranging from *fp*. Students will also demonstrate ensemble balance in relation to individual dynamic control.

Core Lesson Essential Questions: How do we discern the musical creators' and performers' expressive intent?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Core Lesson Big Ideas: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent

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.

Core Lesson Materials: Sound Innovations Ensemble book, repertoire, recording/playback equipment

Core Lesson Key Terminology & Definitions: Pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, fortepiano, balance, blend, pyramid of sound.

STANDARDS

National: NAFME - Ensemble - Music (2014)

MU:Pr6.1.E.8a (Advanced) Intermediate: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

MU:Re8.1.E.8a (Advanced) Intermediate: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

Topic: Style

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate and/or respond to different styles of music.

Core Lesson Student Learning Objectives: Students will demonstrate and/or respond to different styles of music.

**Core Lesson
Essential
Questions:**

How do we discern the musical creators' and performers' expressive intent?

How does understanding the structure and context of the music influence a response?

**Core Lesson
Big Ideas:**

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent

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

**Core Lesson
Materials:**

Repertoire, Youtube/recordings

**Core Lesson
Key**

Swing, rock, Latin, jazz, pop, orchestral, concert band, choral, chorale, phrasing, fanfare,

**Terminology &
Definitions:**

lyrical, march, articulation, dynamics

STANDARDS

National: NAFME - Ensemble - Music (2014)

[MU:Re7.1.E.8a](#)
(Advanced)

Intermediate: Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

[MU:Re8.1.E.8a](#)
(Advanced)

Intermediate: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

Topic: Extended technique

Minutes for Topic: 184

**Core Lesson
Description:**

Some students move more quickly through the required units, those who achieve mastery will be provided extended technique to further their growth on their primary or secondary instrument(s).

**Core Lesson
Student
Learning
Objectives:**

Some students move more quickly through the required units, those who achieve mastery will be provided extended technique to further their growth on their primary or secondary instrument(s).

**Core Lesson
Essential
Questions:**

How do we discern the musical creators' and performers' expressive intent?

How do performers select repertoire?

How do musicians make meaningful connections to creating, performing, and responding?

**Core Lesson
Big Ideas:**

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

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.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Core Lesson
Materials:**

Mutes, advanced equipment, double horn, f attachment trombone, compensating euphoniums, private lessons, masterclass opportunities

**Core Lesson
Key**

Mutes, harmon, straight, cup mutes, drum set playing, secondary instrument.

**Terminology &
Definitions:**

STANDARDS

National: NAFME - Ensemble - Music (2014)

[MU:Cr1.1.E.8a](#)

Intermediate: Compose and improvise ideas for melodies and rhythmic

(Advanced)	passages based on characteristic(s) of music or text(s) studied in rehearsal.
MU:Pr4.1.E.8a (Advanced)	Intermediate: Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
MU:Cn10.0.H.8a (Advanced)	Intermediate: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Unit: Tone
Timeline: Week 37

STANDARDS: STANDARDS

National: NAfME - Ensemble - Music (2014)

MU:Pr4.1.E.8a (Advanced)	Intermediate: Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.	
MU:Pr5.3 (Advanced)	Rehearse, Evaluate and Refine	
MU:Pr5.3.E.8a (Advanced)	Intermediate: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	
MU:Pr6.1.E.8a (Advanced)	Intermediate: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	
MU:Re8.1.E.8a (Advanced)	Intermediate: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	
MU:Re9.1.E.8a (Advanced)	Intermediate: Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	
MU:Cn10.0.H.8a (Advanced)	Intermediate: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	

 (* standards consolidated from Topic level)

Topic: Tone production
Minutes for Topic: 184

Core Lesson Description: Students will demonstrate consistent tone production.

Core Lesson Student Learning Objectives: Students will demonstrate consistent tone production.

Core Lesson Essential Questions:

- How do musicians improve the quality of their performance?
- How do musicians improve the quality of their performance?
- How do musicians improve the quality of their performance?
- How do we discern the musical creators' and performers' expressive intent?

Core Lesson Big Ideas:

- 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.
- 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.
- 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.

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Core Lesson Materials: Sound Innovations Ensemble book, repertoire, harmony director/soundsystem

Core Lesson Key Terminology & Definitions: Pitch, blend, balance

STANDARDS

National: NAFME - Ensemble - Music (2014)

MU:Pr5.3 (Advanced) Rehearse, Evaluate and Refine

MU:Pr5.3.E.8a (Advanced) Intermediate: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

MU:Re8.1.E.8a (Advanced) Intermediate: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

Topic: Pitch accuracy

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate the ability to perform pitches in different registers.

Core Lesson Student Learning Objectives: Students will demonstrate the ability to perform pitches in different registers.

Core Lesson Essential Questions: 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.

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 musical work is presented influence audience response?

Core Lesson Big Ideas: 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.

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 personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Core Lesson Materials: Instrument racer game, tuners, harmony director

Core Lesson Key Terminology & Definitions: Octave, interval, partial, in-tune, out-of-tune, intonation

STANDARDS

National: NAFME - Ensemble - Music (2014)

MU:Pr4.1.E.8a (Advanced)	Intermediate: Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
MU:Pr5.3.E.8a (Advanced)	Intermediate: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU:Pr6.1.E.8a (Advanced)	Intermediate: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU:Re9.1.E.8a (Advanced)	Intermediate: Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

Topic: Characteristic tone

Minutes for Topic: 184

Core Lesson Description: Students will be able to demonstrate a characteristic tone of their instrument appropriate for their level of experience.

Core Lesson Student Learning Objectives: Students will be able to demonstrate a characteristic tone of their instrument appropriate for their level of experience.

Core Lesson Essential Questions: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Core Lesson Big Ideas: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Core Lesson Materials: Recordings, demonstrations, masterclasses

Core Lesson Key Terminology & Definitions: Characteristic tone, descriptions of tone

STANDARDS

National: NAFME - Ensemble - Music (2014)

MU:Cn10.0.H.8a (Advanced)	Intermediate: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
------------------------------	--

Unit: Time

Timeline: Week 37

STANDARDS: STANDARDS

National: NAFME - Ensemble - Music (2014)

MU:Pr4.1.E.8a (Advanced)	Intermediate: Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.	
MU:Pr6.1.E.8b (Advanced)	Intermediate: Demonstrate an understanding of the context of the music through prepared and improvised performances.	
MU:Re8.1.E.8a (Advanced)	Intermediate: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	

MU:Cn11.0.T.8a (Advanced) Intermediate: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

(* standards consolidated from Topic level)

Topic: Pulse

Minutes for Topic: 184

Core Lesson Description: Students will be able to demonstrate a steady beat through movement, while counting macro and micro beats, subdivision, and performance in 4/4, 2/4, 3/4, 6/8, and 2/2 times.

Core Lesson Student Learning Objectives: Students will be able to demonstrate a steady beat through movement, while counting macro and micro beats, subdivision, and performance in 4/4, 2/4, 3/4, 6/8, and 2/2 times.

Core Lesson Essential Questions: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

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 musical work is presented influence audience response?

Core Lesson Big Ideas: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding

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.

Core Lesson Materials: Metronome, sound system, projector, Teaching Rhythm Logically book.

Core Lesson Key Terminology & Definitions: Pulse, time signature, subdivision, macro beat, micro beat, beats per minute (BPM)

STANDARDS

National: NAfME - Ensemble - Music (2014)

MU:Pr4.1.E.8a (Advanced) Intermediate: Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

MU:Pr6.1.E.8b (Advanced) Intermediate: Demonstrate an understanding of the context of the music through prepared and improvised performances.

MU:Cn11.0.T.8a (Advanced) Intermediate: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Topic: Meter

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate performance in a variety of time signatures 4/4, 2/4, 3/4, 6/8, 2/2, and/or others. Students will be able to interpret conducting patterns. Students will be able to perform in mixed/changing meters.

Core Lesson Student Learning Objectives: Students will demonstrate performance in a variety of time signatures 4/4, 2/4, 3/4, 6/8, 2/2, and/or others. Students will be able to interpret conducting patterns. Students will be able to perform in mixed/changing meters.

Core Lesson Essential Questions: How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Core Lesson

Big Ideas:

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.

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.

Core Lesson

Materials:

Sound Innovations Ensemble book and repertoire

Core Lesson

Key

Terminology &

Definitions:

Meter, time signature

STANDARDS

National: NAFME - Ensemble - Music (2014)

[MU:Pr4.1.E.8a](#)
(Advanced)

Intermediate: Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

[MU:Pr6.1.E.8b](#)
(Advanced)

Intermediate: Demonstrate an understanding of the context of the music through prepared and improvised performances.

Topic: Tempo

Minutes for Topic: 184

Core Lesson

Description:

Students will demonstrate performance abilities in a variety of tempos.

Core Lesson

Student

Learning

Objectives:

Students will demonstrate performance abilities in a variety of tempos.

Core Lesson

Essential

Questions:

How do we discern the musical creators' and performers' expressive intent?

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Core Lesson

Big Ideas:

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding

Core Lesson

Materials:

Metronome/sound system

Core Lesson

Key

Terminology &

Definitions:

Tempo, allegro, adagio, andante, moderato

STANDARDS

National: NAFME - Ensemble - Music (2014)

[MU:Re8.1.E.8a](#)
(Advanced)

Intermediate: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the

MU:Cn11.0.T.8a
(Advanced)

elements of music, contexts, and (when appropriate) the setting of the text.

Intermediate: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit: Literacy

Timeline: Week 37

STANDARDS: STANDARDS

National: NAfME - Ensemble - Music (2014)

MU:Pr6.1.E.8a
(Advanced) Intermediate: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

MU:Pr6.1.E.Ia
(Advanced) Proficient: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

MU:Re7.1.E.8a
(Advanced) Intermediate: Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

MU:Cn11.0.T.8a
(Advanced) Intermediate: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

(* standards consolidated from Topic level)

Topic: Rhythmic

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate rhythmic literacy through the use of the counting system from whole to dotted quarter, 16th notes, and dotted 8th note/rest rhythms.

Core Lesson Student Learning Objectives: Students will demonstrate rhythmic literacy through the use of the counting system from whole to dotted quarter, 16th notes, and dotted 8th note/rest rhythms.

Core Lesson Essential Questions: How does understanding the structure and context of the music influence a response?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

How does understanding the structure and context of musical works inform performance?

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Core Lesson Big Ideas: Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

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.

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Core Lesson Materials: Sound Innovations Ensemble book, repertoire, Teaching Rhythm Logically book, metronome

Core Lesson Key Terminology & Definitions: Rhythm pyramid (whole, half, quarter, eighth, and sixteenth notes/rests). Dotted notes, time signatures, and counting system language.

STANDARDS

National: NAFME - Ensemble - Music (2014)

MU:Pr6.1.E.8a
(Advanced) Intermediate: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

MU:Re7.1.E.8a
(Advanced) Intermediate: Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

MU:Cn11.0.T.8a
(Advanced) Intermediate: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Topic: Melodic

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate melodic/harmonic literacy by accurately interpreting written music, note names, extended ranges, flat signs, sharp signs, natural signs, accidentals, key signatures, repeat signs, fermatas, 1st and 2nd endings, Del Sengo (D.S.), Da Capo (D.C.), fine, coda, ledger lines, rit., rall., accel., and all other markings found in literature.

Core Lesson Student Learning Objectives: Students will demonstrate melodic/harmonic literacy by accurately interpreting written music, note names, extended ranges, flat signs, sharp signs, natural signs, accidentals, key signatures, repeat signs, fermatas, 1st and 2nd endings, Del Sengo (D.S.), Da Capo (D.C.), fine, coda, ledger lines, rit., rall., accel., and all other markings found in literature.

Core Lesson Essential Questions: How does understanding the structure and context of musical works inform performance?

Core Lesson Big Ideas: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Core Lesson Materials: Sound Innovations Ensemble Book and literature

Core Lesson Key Terminology & Definitions: Note names in bass and treble clefs, extended ranges, flat signs, sharp signs, natural signs, accidentals, key signatures, repeat signs, fermatas, 1st and 2nd endings, Del Sengo (D.S.), Da Capo (D.C.), fine, coda, ledger lines, rit., rall., accel., and all other markings found in literature.

STANDARDS

National: NAFME - Ensemble - Music (2014)

MU:Re7.1.E.8a
(Advanced) Intermediate: Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

Topic: Symbol

Minutes for Topic: 184

Core Lesson Description: Students will demonstrate melodic/harmonic literacy by accurately interpreting written music, note names, extended ranges, flat signs, sharp signs, natural signs, accidentals, key signatures, repeat signs, fermatas, 1st and 2nd endings, Del Sengo (D.S.), Da Capo (D.C.), fine, coda, ledger lines, rit., rall., accel., and all other markings found in literature.

Core Lesson Student Learning Objectives: Students will demonstrate melodic/harmonic literacy by accurately interpreting written music, note names, extended ranges, flat signs, sharp signs, natural signs, accidentals, key signatures, repeat signs, fermatas, 1st and 2nd endings, Del Sengo (D.S.), Da Capo (D.C.), fine, coda, ledger lines, rit., rall., accel., and all other markings found in literature.

Core Lesson Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Core Lesson Big Ideas: 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.

Core Lesson Sound Innovations Ensemble Book, Sound Innovations Book 2, and literature.

Materials:**Core Lesson****Key****Terminology &****Definitions:**

Note names, extended ranges, flat signs, sharp signs, natural signs, accidentals, key signatures, repeat signs, fermatas, 1st and 2nd endings, Del Sengo (D.S.), Da Capo (D.C.), fine, coda, ledger lines, rit., rall., accel., and all other markings found in literature.

STANDARDS

National: NAfME - Ensemble - Music (2014)

MU:Pr6.1.E.8a
(Advanced)

Intermediate: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

Topic: Extended theory

Minutes for Topic: 184

Core Lesson**Description:**

Some students excel beyond the minimum required performance. These students will be engaged in further music theory training and development, demonstrating the ability to build chords, accuracy of intonation, balance, and blend.

Core Lesson**Student****Learning****Objectives:**

Some students excel beyond the minimum required performance. These students will be engaged in further music theory training and development, demonstrating the ability to build chords, accuracy of intonation, balance, and blend.

Core Lesson**Essential****Questions:**

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Core Lesson**Big Ideas:**

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.

Core Lesson**Materials:**

Sound Innovations book 2, repertoire, and scores

Core Lesson**Key****Terminology &****Definitions:**

Major versus minor and spelling chords

STANDARDS

National: NAfME - Ensemble - Music (2014)

MU:Pr6.1.E.Ia
(Advanced)

Proficient: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.