

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Sight-Reading, Fundamental Exercises, and Rhythm Panel Basics (cont.)</p> <p>Quarter: 2</p> <p>Length: 3-8 times per quarter.</p> <p>Formal activity takes the entire class period.</p> <p>Informal activity takes 15-20 minutes and is followed by rehearsal of the piece.</p>	<ol style="list-style-type: none"> Do I play with accurate notes and fingerings? Am I rhythmically precise? Can I keep a steady tempo? Do I respond appropriately to the director? Do I play with good tone quality? Do I play with the appropriate timbre/color? Do I play with good phrasing? Am I able to play expressively? Do I play with the correct articulations? Do I play with the appropriate dynamics? Do I know how to appropriately interpret the piece? 	<p>ILS: 25.A.i.4, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.6, 26.A.I.2, 26.A.i.4, 26.A.i.5</p> <p>National Standards:</p> <p>CCSS: Anchor Standard for Reading 10, SL9-10.1, SL9-10.4.</p> <p>CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSL9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and <u>persuasively</u>.</p> <p>CCSL9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>Formative: N/A. Music reading assessments made on a daily basis through rehearsal techniques (part of daily progress grade)</p> <p>Summative: N/A.</p> <p>20 points, Student Self-Evaluation Rubric and teacher observation (see attached).</p>	<p>10-minute rehearsal warm-up process modeled after IHSA guidelines, followed by performance rehearsal of the piece.</p> <p>Individual student self reflection.</p> <p>Student group work (in sections, student leaders).</p> <p>Director led full ensemble feedback/discussion.</p>	<p>We will play a new piece of music various book exercises (technical, tuning, facility, etc.) 3-8 times per quarter.</p> <p>Rhythm Panels 1, 2, 3</p> <p>“Foundations for Superior Performance,” method book: pages 4-6</p> <p>Pieces sight-read during Q2:</p> <p>“BHS Fight Song,” arr. Hodac</p> <p>“Star Spangled Banner,” arr. Moffit</p> <p>“Escapada,” David Moore</p> <p>“Christmas Music for Winds,” John Caecavas</p> <p>“Christmas Finale,” John Edmondson</p> <p>“Best In Class Christmas Series,” Bruce Pearson</p> <p>“Flight of the Pegasus,” David Shaffer</p>	<p>The sight-reading and rehearsal activity has become progressively more challenging.</p> <p>Some of the pieces chosen for sight-reading may become programmed for future performances/recording projects.</p> <p>The method of assessment for sight-reading has included the new evaluation rubric and informal observation to save time during a very busy performance season.</p> <p>CCSS: SL9-10.1 aligned very well with the learning activities. It became very clear this quarter that students don’t always agree on what makes music “good.” Some students have developed a preference for music that contains syncopation and faster tempos, while others prefer music</p>

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<p>Name: Winter Concert</p> <p>Festival of Lights Performance</p> <p>Misc. Pep Band Performances</p> <p>Pep Assemblies</p> <p>Quarter: 2</p> <p>Length: 40 days</p>	<p>1) Do I understand how to count, clap, and play in 4/4, 3/4, 2/4, 6/8, and cut-time?</p> <p>2) Do I understand how to count, clap, and play rhythmic patterns at a variety of tempos, consisting of whole, half, quarter, eighth, sixteenth, and thirty-second notes/rests?</p> <p>3) Can I perform the following scales from memory in 2 octaves: Concert</p>	<p>ILS: 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.6, 26.A.h.7, 26.A.I.2, 26.A.i.4, 26.A.i.5, 26.A.i.7, 26.B.i, 1, 27.A.j.1</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 2, 3, 5, 10.</p> <p>RL9-10.9, RI9-10.2, RI9-10.3, SL9-10.1, SL9-10.4.</p> <p>CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCRA.R.3: Analyze how and why individuals,</p>	<p>Formative: Weekly Assignments, 10 points</p> <p>Summative: Rhythm Panel Recording Projects, 10 points each</p> <p>“Star Spangled Banner” recording project, 10 points each</p> <p>“Fight Song” recording project, 10 points each</p> <p>“Escapada” recording project, 10 points each</p> <p>Winter Concert/ Self Reflection 50 points</p>	<p>Instrumental Warm-ups: Scales, Rhythm Panels, Chorales</p> <p>Section and Full-Ensemble Rehearsal</p> <p>Sectionals</p> <p>Partner Activities (as needed)</p> <p>Critical Listening/Self Assessment (students listened to and critiqued a high quality recording of themselves playing the assigned repertoire)</p>	<p>SuperScope CD Recorder, School Stereo, and floor standing speakers</p> <p>Miscellaneous woodwind, brass, and percussion instruments and accessory items</p> <p>Laptop</p> <p>Behringer Audio Interface (for live streaming audio)</p> <p>iPad (used to play various mp3’s for counting/clapping exercises, 2nd screen, metronome, etc.)</p>	<p>that demands more expressive attention and focus on tone quality. In all cases, the students needed to present their positions to one another and the director in a clear, supported, and non-opinionated way. This activity has been very helpful in selecting performance repertoire for our upcoming concerts.</p> <p>Students have successfully applied their understanding of scales learned during quarter 1 into the learning activities of quarter 2.</p> <p>They are able to play the melody of “Go Cats Go!” in 2 different keys from memory using applied learning.</p> <p>CCSS: There were multiple reading standards that aligned extremely well to our learning activities.</p> <p>RL.9 was interesting because there were</p>

	<p>Bb, Eb, Ab, and F?</p> <p>4) Can I apply my knowledge of scales to determine how to play simple melodies in different keys?</p> <p>5) Do I understand and apply the composers' written indications/musical terminology?</p> <p>6) Do I adequately prepare for public music performance?</p>	<p>events, and ideas develop and interact over the course of a text.</p> <p>CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Festival of Lights Performance/Self Reflection 50 points</p> <p>Pep Band Performances (3) 10 points each</p> <p>Pep Assembly Performances (2) 25 points each</p> <p>Semester Exam: Escapada Final Recording Project 60 points</p>		<p>Concert/pep band repertoire (publishers vary):</p> <p>"Christmas Music for Winds," John Cacavas</p> <p>"Christmas Finale," John Edmondson</p> <p>"Troika," Sergei Prokofiev Arr. Harold Walters</p> <p>"Best In Class Christmas," Bruce Pearson</p> <p>Pep band repertoire (publishers vary):</p> <p>"Go Cats Go!" in the keys of Bb and Eb</p> <p>"Gonna Fly Now (Theme From Rocky)," Bill Conti, arr. Mike Story</p> <p>"Beecher Fight Song"</p> <p>"Louie, Louie," Richard Berry, arr. Johnny Vinson</p> <p>"How Far We've Come," Rob Thomson, arr. Paul Murtha</p> <p>"Jump," Edward Van Halen, arr. Brian Scott</p>	<p>many different arrangements of traditional Christmas melodies that were played. All of the composers had unique treatments of the same melodies. This really pushed our students to interpret the music and try to understand the intentions of the composer.</p> <p>CCRA.R.10 was a real challenge to our students, particularly the 9th and 10th grade students. There is a lot of music learned during this time of year.</p>
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