



West Windsor-Plainsboro Regional School District
Band
Grade 5

Unit 1: Beginning of Year

Content Area: Music

Course & Grade Level: Band, Grade 5

Summary & Rationale

Band is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. While music can stand alone as its own subject, it can be integrated with other disciplines and creates connections between the school and the community. Musicianship is developed through creating, performing, responding, and connecting. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance. Band offers students the opportunity to explore the mechanics and skills of becoming both musicians and connoisseurs of music. It provides many opportunities for all students, at all levels and abilities, to participate and excel as collaborative team members. By helping our students to develop their musical abilities in ensemble and small group settings, we are helping to provide them with skills that also encourage self-directed lifelong learning. The skills students learn in this course will help prepare them for future courses in the arts as well as other content areas.

In this unit, students are working before acquiring their band instruments. Focus during this time is on introduction and reinforcement of musical concepts and understanding procedural expectations for music ensemble rehearsals. Assessment of student work will be done by the instructor and in some instances by the student. Evaluations will be based on classroom performance in both lesson group and large ensemble settings.

Recommended Pacing

15 Days

National Core Arts Standards

Creating

MU:Cr1.1.E.5a	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr2.1.E.5a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal
MU:Cr2.1.E.5b	Preserve draft compositions and improvisations through standard notation and audio recording.

Performing

MU:Pr4.2.E.5a	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU:Pr4.3.E.5a	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances
MU:Pr6.1.E.5a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

Responding

MU:Re7.2.E.5a	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
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Connecting

MU:Cn10.0.E.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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MU:Cn11.0.E.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Standards	
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. ● Musicians judge performance based on criteria that vary across time, place, and cultures ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? ● How do we discern the musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)? ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Compose and improvise 3-5 note melodic exercises and 1 measure rhythmic patterns ● Demonstrate an understanding of standard notation practices <p>When PERFORMING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of relevant music theory concepts ● Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style 	

- Acquire and apply knowledge of proper rehearsal techniques

When RESPONDING, students will know and be able to:

- Aurally recognize various expressive musical qualities that inform the response to music

When CONNECTING, students will know and be able to:

- Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Band Music
- Keyboard
- Digital Recording Device

Unit 2: Fall Semester

Content Area: Music

Course & Grade Level: Band, Grade 5

Summary & Rationale

Band is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. While music can stand alone as its own subject, it can be integrated with other disciplines and creates connections between the school and the community. Musicianship is developed through creating, performing, responding, and connecting. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance. Band offers students the opportunity to explore the mechanics and skills of becoming both musicians and connoisseurs of music. It provides many opportunities for all students, at all levels and abilities, to participate and excel as collaborative team members. By helping our students to develop their musical abilities in ensemble and small group settings, we are helping to provide them with skills that also encourage self-directed lifelong learning. The skills students learn in this course will help prepare them for future courses in the arts as well as other content areas.

Students have instruments and regular ensemble rehearsals and weekly lessons begin. Work begins on preparing music for first performance. Assessment of student work will be done by the instructor and in some instances by the student. Evaluations will be based on classroom performance in both lesson group and large ensemble settings.

Recommended Pacing

75 Days

National Core Arts Standards

Creating

MU:Cr1.1.E.5a	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr2.1.E.5a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr2.1.E.5b	Preserve draft compositions and improvisations through standard notation and audio recording
MU:Cr3.1.E.5a	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
MU:Cr3.2.E.5a	Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Performing

MU:Pr4.1.E.5a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU:Pr4.2.E.5a	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU:Pr4.3.E.5a	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances

MU:Pr5.3.E.5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU:Pr6.1.E.5a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU:Pr6.1.E.5b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
Responding	
MU:Re7.1.E.5a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU:Re7.2.E.5a	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
MU:Re8.1.E.5a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.
MU:Re9.1.E.5a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Connecting	
MU:Cn10.0.E.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.E.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Standards	
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources and are influenced by the musician's expertise, context, and expressive intent. ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ● 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. ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● 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. 	

- Musicians judge performances based on criteria that vary across time, place, and cultures
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding

Unit Essential Questions

- How do musicians generate creative ideas, and make creative decisions?
- How do musicians improve the quality of their creative work and determine when their creative work is ready to share?
- How do performers select repertoire and interpret musical works, and how does understanding the structure and context of musical works inform performance?
- How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Objectives

When **CREATING**, students will know and be able to:

- Compose and improvise 3-5 note melodic exercises and improvise 1 measure rhythmic patterns
- Create 2-4 measure melodies
- Demonstrate an understanding of standard notation practices
- Discuss and plan next steps to refine compositions
- Perform compositions in lessons for and/or with peers

When **PERFORMING**, students will know and be able to:

- Demonstrate an understanding of how skill level and musical maturity help to determine appropriate repertoire selection
- Demonstrate knowledge of technical skills such as but not limited to: tone quality, fingerings/positions, articulation, breath support
- Demonstrate knowledge of relevant music theory concepts such as but not limited to: Concert Bb Major, dotted half note rhythms.
- Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style
- Discuss and evaluate individual and peer performances
- Analyze and defend artistic decisions
- Execute accurate notes, rhythms, and articulations
- Perform with proper tone quality, posture, and hand position
- Perform with appropriate dynamics, phrasing, tempo, balance, and blend
- Engage in activities to discover musical context such as but not limited to: listening, responding, and visual presentations
- Acquire and apply knowledge of proper rehearsal techniques

When **RESPONDING**, students will know and be able to:

- Acquire and apply knowledge of how and why musicians select specific repertoire for performance
- Acquire and apply knowledge of expressive qualities to create meaningful performances
- Apply appropriate expressive qualities to repertoire based on musical context and elements
- Demonstrate critical listening skills such as but not limited to: responding during performance, listening to and reflecting on rehearsal recordings
- Aurally recognize various expressive musical qualities that inform the response to music

When CONNECTING, students will know and be able to:

- Perform compositions in lessons for and/or with peers
- Demonstrate an understanding of how skill level and musical maturity help to determine appropriate repertoire selection
- Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style
- Acquire and apply knowledge of how and why musicians choose musical selections for performance.

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Band Music
- Keyboard
- Digital Recording Device

Unit 3: Spring Semester

Content Area: Music

Course & Grade Level: Band, Grade 5

Summary & Rationale

Band is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. While music can stand alone as its own subject, it can be integrated with other disciplines and creates connections between the school and the community. Musicianship is developed through creating, performing, responding, and connecting. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance. Band offers students the opportunity to explore the mechanics and skills of becoming both musicians and connoisseurs of music. It provides many opportunities for all students, at all levels and abilities, to participate and excel as collaborative team members. By helping our students to develop their musical abilities in ensemble and small group settings, we are helping to provide them with skills that also encourage self-directed lifelong learning. The skills students learn in this course will help prepare them for future courses in the arts as well as other content areas.

Objectives covered in Unit 2 unit are reinforced and expanded upon in the Spring unit. This will be accomplished through the use of more difficult band repertoire and progressing through sequencing laid out in the band method book. Assessment of student work will be done by the instructor and in some instances by the student. Evaluations will be based on classroom performance in both lesson group and large ensemble settings.

Recommended Pacing

90 Days

National Core Arts Standards

Creating

MU:Cr1.1.E.5a	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr2.1.E.5a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr2.1.E.5b	Preserve draft compositions and improvisations through standard notation and audio recording
MU:Cr3.1.E.5a	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
MU:Cr3.2.E.5a	Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Performing

MU:Pr4.1.E.5a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU:Pr4.2.E.5a	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU:Pr4.3.E.5a	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances

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MU:Pr6.1.E.5a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU:Pr6.1.E.5b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
Responding	
MU:Re7.1.E.5a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU:Re7.2.E.5a	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
MU:Re8.1.E.5a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.
MU:Re9.1.E.5a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Connecting	
MU:Cn10.0.E.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.E.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Standards	
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources and are influenced by the musician's expertise, context, and expressive intent. ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ● 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. ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● 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. 	

- Musicians judge performances based on criteria that vary across time, place, and cultures
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding

Unit Essential Questions

- How do musicians generate creative ideas, and make creative decisions?
- How do musicians improve the quality of their creative work and determine when their creative work is ready to share?
- How do performers select repertoire and interpret musical works, and how does understanding the structure and context of musical works inform performance?
- How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Objectives

When **CREATING**, students will know and be able to:

- compose and improvise 3-5 note melodic exercise and 1 measure rhythmic patterns with increasing complexity
- Create 2-4 measure melodies with increasing complexity
- Demonstrate an understanding of standard notation practices
- Notate compositions via pencil and staff paper or computer notation software
- Record compositions and improvisations using digital-audio equipment
- Discuss and plan next steps to refine compositions
- Perform compositions in lessons for and/or with peers

When **PERFORMING**, students will know and be able to:

- Demonstrate an understanding of how skill level and musical maturity help to determine appropriate repertoire selection
- Demonstrate knowledge and performance of technical skills such as but not limited to: tone quality, fingerings/positions, articulation, and breath support
- Demonstrate knowledge of relevant music theory concepts such as but not limited to: Concert F Major, dotted quarter note rhythms.
- Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style
- Discuss and evaluate individual and peer performance
- Analyze and defend artistic choices
- Execute accurate notes, rhythms, and articulations
- Perform with proper tone quality, posture, and hand position
- Perform with appropriate dynamics, phrasing, tempo, balance, and blend

- Engage in activities to discover musical context such as but not limited to: listening, responding, and visual presentations
- Acquire and apply knowledge of proper rehearsal techniques

When RESPONDING, students will know and be able to:

- Acquire and apply knowledge of how and why musicians select specific repertoire for performance
- Acquire and apply advanced knowledge of expressive qualities to create meaningful performances
- Apply appropriate expressive qualities to repertoire based on musical context and elements
- Critical listening skills such as but not limited to: responding during performance, listening to and reflecting on rehearsal recordings
- Aurally recognize various expressive musical qualities that inform the response to music

When CONNECTING, students will know and be able to:

- Perform compositions in lessons for and/or with peers
- Demonstrate an understanding of how skill level and musical maturity help to determine appropriate repertoire selection
- Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style
- Acquire and apply knowledge of how and why musicians choose musical selections for performance

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Band Music
- Keyboard
- Digital Recording Device

Unit 2: Ensemble Skills

Content Area: Music

Course & Grade Level: Chorus, Grade 5

Summary & Rationale

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

This course builds upon the foundation established in the general music classroom. Students are given the opportunity to expand their vocal range, improve their head voice, and become more adept at singing in harmony. Aural skill development and open responsiveness to the conductor's cues will engender the student's understanding of their role in the choral ensemble. Students will work collaboratively to perform for peers, parents, and community members. Students will exemplify appropriate concert etiquette both as a performing musician and a member of the audience. Students will recognize how their individual contributions effect the good of the group and work together with their peers to develop the necessary skills and abilities to become lifelong music enthusiasts.

Students will be asked to make objective judgments about music performance, responding with a vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas

Recommended Pacing

35 Days

National Core Arts Standards

Standard 1.1 - The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.

Standard 1.2 - History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures

1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
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Standard 1.3 - Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art	
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues
Standard 1.4 - Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
Interdisciplinary Standards	
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Participation in music and the arts promotes and supports creativity, problem solving ability, discipline, cooperative learning, team building, presentational skill, tolerance, reflection, evaluation, and confidence to attempt other creative endeavors. ● Quality performance increases with meaningful reflection. ● Cooperative activity develops a positive feeling of self ● Individual contribution affects the quality of the group performance. ● The process of creating can be as or more meaningful to the musician as the final product 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What does a musician gain through by going through the creative process? ● How can our performance yesterday improve our performance tomorrow? ● What is the proper way to prepare for a concert? 	
Objectives	

Students will know and be able to:

- Watch and respond appropriately to conductor’s cues including:
 - Dynamics
 - Tempo
 - Articulation and Phrasing
 - Breathing
 - Entrances and releases including fermatas
- Positively contribute in a large ensemble setting:
 - Respecting others
 - Listening to rehearsal instruction and following procedures
 - Actively listen in order to unify the ensemble sound
- Demonstrate proper concert etiquette and decorum:
 - While entering, exiting, sitting, and standing
 - By watching and responding to the conductor
 - Appropriate stage presence
 - By maintaining an appropriate relationship between performer and audience

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Choral Music
- Piano
- Websites
- Digital Recording devices