

**PCHS Learning Plan  
2015-2016**

**Teacher:** Toft/Berezo  
**Subject:** Advanced Band/Mastery Band

**Period/Bock:** 4 **Week of:** N/A  
**Unit/Topic:** Fall Concert Preparation

<b>DATE/DAY</b>	<b>STANDARD(S)</b> Posted Question: <i>What am I learning Today?</i>	<b>INSTRUCTIONAL FRAMEWORK</b> <i>Include: Opening, Work Session/Learning Activities, Differentiation, and Closing</i>		<b>ASSESSMENT</b> Posted Question: <i>How will I show that I've learned it?</i>	<b>DATA REFLECTION</b> <i>What data was used to create, or what data will result to impact future plans?</i>	
<p align="center"><b>Date:</b> <u>N/A</u></p>	<p>MMSAB.1 - Singing, alone and with others, through a varied repertoire of music a. Sing to reinforce fundamentals of breathing, use of air and quality of sound in tone production. b. Sing to develop the ability to match major, minor, and perfect intervals. c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns.</p> <p>MMSAB.2 - Performing on instruments, alone and with others, a varied repertoire of music a. Demonstrate characteristic tone quality utilizing embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato (when appropriate) and appropriate percussion technique based on the level of music. b. Formulate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises within two octave ranges. c. Demonstrate the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation. d. Develop a strong understanding of the complex and compound rhythms, and multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music being studied. e. Vocalize rhythms through counting and diatonic melodies in advanced middle school literature. f. Demonstrate performance skills through "sight-reading" of grade 3 music literature.</p>	<p><b>Opening/ Warm-Up:</b></p> <p>Students will enter the room, set up chairs and stands, and begin to warm up individually on long tones and lip slurs.</p> <p>Students will participate in Daily Drill activities, play various chorales to build good tone production, breath support, intonation, balance and blend.</p> <p>Articulation studies will be used to work good, clear, articulations including but not limited to: staccato, accent, marcato, legato, and détaché.</p> <p><b>Work Session/ Learning Activities:</b></p> <p>Sight-Reading to increase music vocabulary, music reading, proper tone production, intonation, and rhythm in applicable contexts.</p> <p>Prepare music for the Fall Concert and/or Marching Music</p> <p><i>Legends and Heroes- Pierre LaPlante Cajun Folk Songs- Frank Ticheli Red River Valley- Pierre LaPlante Peacemaker- Karl King</i></p>	<p>Students will enter the room, set up chairs and stands, and begin to warm up individually on long tones and lip slurs.</p> <p>Students will participate in Daily Drill activities, play various chorales to build good tone production, breath support, intonation, balance and blend.</p> <p>Articulation studies will be used to work good, clear, articulations including but not limited to: staccato, accent, marcato, legato, and détaché.</p> <p>Sight-Reading to increase music vocabulary, music reading, proper tone production, intonation, and rhythm in applicable contexts.</p> <p>Prepare music for the Fall Concert and/or Marching Music</p> <p><i>Legends and Heroes- Pierre LaPlante Cajun Folk Songs- Frank Ticheli Red River Valley- Pierre LaPlante Peacemaker- Karl King</i></p>	<p><b>Formative:</b></p> <p>Students will be able to articulate what was covered during the class period.</p> <p>Students will be able to assess their music foundation and what was improved during the class (correct notes, correct rhythms, more air support needed, etc.)</p> <p>Students will be able to indicate areas that need further improvement (more focused effort in class, improved hand position, areas for individual work outside of rehearsals, etc.).</p>	<p>What data was used to create this plan?</p>	<p>Student performance on musical literature. Future lessons will be planned based upon student achievement in class and based upon but not limited to the following characteristics: characteristic tone, breath support, intonation, ensemble balance, ensemble blend, articulation styles, music reading ability, correct rhythms, correct pitches, dynamic contrast, phrasing, etc.</p>
	<p>MMSAB.3 - Reading and notating music a. Apply an understanding of the compound and complex counting systems to read and notate music at the advanced middle school level. b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied.</p> <p>MMS8AB.6 - Listening to, analyzing, and describing music a. Read, write, and analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument and the harmonic responsibilities within the music as students</p>	<p><b>Differentiation: (Include SDI for ESEP)</b></p> <p>Students are auditioned at the beginning of the school year to determine part placement. Factors not limited to: ability to produce a characteristic tone, range, and technical ability.</p> <p>A variety of rehearsal techniques, modeling, and listening activities will also be used to refine musical and performance concepts.</p>	<p>Students are auditioned at the beginning of the school year to determine part placement. Factors not limited to: ability to produce a characteristic tone, range, and technical ability.</p> <p>A variety of rehearsal techniques, modeling, and listening activities will also be used to refine musical and performance concepts.</p>	<p><b>Summative:</b></p> <p>Fall Concert demonstrating mastery of musical concepts studied in class.</p>	<p>What data will result to impact future plans?</p>	<p>Student performance on musical literature. Future concert programming will be planned based upon individual and ensemble achievement based upon, but not limited to the following characteristics: characteristic tone, breath support, intonation, ensemble balance, ensemble blend, articulation styles, music reading ability, correct rhythms, correct pitches, dynamic contrast, phrasing, etc.</p>
	<p>MMS8AB.6 - Listening to, analyzing, and describing music a. Read, write, and analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument and the harmonic responsibilities within the music as students</p>	<p><b>Closing:</b></p> <p>Students will perform full sections of music rehearsed in class as a full ensemble. Students will be able to indicate areas that need further improvement.</p>	<p>Students will perform full sections of music rehearsed in class as a full ensemble. Students will be able to indicate areas that need further improvement.</p>			

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listen to, analyze, and make the appropriate modifications in context to the performance.

c. By listening to rhythmic patterns, identifies and writes rhythmic notation for simple, compound, and complex patterns found in grade 4 performance literature.

d. Tune instrument without the use of a tuner or electronic device, and maintains relative intonation in a two octave register.

**MMSAB.7 - Evaluating music and music performances**

- a. Assess musical elements (melody, harmony, rhythm, timbre, etc) in instrumental music (recorded or live) using terminology being studied.
- b. Distinguish the factors which are used to evaluate the effectiveness of a performance.
- c. Analyze and evaluate specific musical works and styles heard through recording or live performance using appropriate terminology.
- d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and aesthetic value of the performance.

Georgia Department of Education Kathy Cox,  
State Superintendent of Schools Georgia  
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**D. Cultural and Historical Context**

**MMSAB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts**

- a. Describe similarities and differences in the terminology of the subject matter between music and other subject areas including: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc.
- b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- c. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

**MMSAB.9 - Understanding music in relation to history and culture**

- a. Formulate an understanding of the historical and musical context of the performance literature.
- b. Assess and connect elements of music literature, instruments, notations, etc. with appropriate historical and cultural background relating to the literature being studied.
- c. Investigate and connect characteristics of the various elements within a particular historical period.
- d. Critique and discuss the context of the historical timeline relating to the literature being performed.

