

Unit Plan Topic: <i>Articulation</i>	Group Members:
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BC Curriculum: UNDERSTAND (Big Ideas) + DO (Core Competencies) + KNOW (Content)
(UDK)

Grade 8 Concert Band

Lesson	Topic	Big Idea(s)	Core Competencies	Materials	Strategies (C/R, GP, media, demonstrations, etc.)	Assessment: (F or S)
1)	Intro to No Articulation Marking/Portato	<p>Music uses a unique sensory language for creating and communicating</p> <p>Collaborative music experiences can build community and nurture relationships</p>	<p><i>Exploring and Creating</i> - Perform collaboratively in both solo and ensemble contexts</p> <p><i>Exploring and Creating</i> - Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect</p> <p><i>Reasoning and Reflecting</i> - Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship</p> <p><i>Communicating & Documenting</i></p>	<p>Concert Band Instruments</p> <p>Sheet music for Newcastle March</p> <p>Warm up Band Book</p>	<p>Defining & Discussing -Articulation definition: <i>fundamental musical parameter that determines how a single note or other discrete event is sounded.</i> -Portato definition: <i>smooth, pulsing articulation and is often notated by adding dots under slur markings.</i> - held $\frac{3}{4}$ the value of the note.</p>	<p>Informal: Playing articulation on Bb major scale in groups in accordance to sections.</p> <p>S: Performance of Newcastle March evaluated by teacher. Performance will take place at a spring concert and students will fill out a self-assessment to accompany their performance. Student</p>

			<p>- Revise, refine, analyze, and document musical experiences to enhance learning</p> <p><i>Connecting & Expanding</i></p> <p>- Demonstrate increasingly sophisticated application and/or engagement of curricular content</p>		<p>Demonstration: Teacher plays an excerpt (Newcastle March) ex. Horns m.34-38, or Flutes m.43-53, to demonstrate style, attack and length of no articulation marking.</p> <p>Guided practice - ensemble practices concert Bb scale up and down an octave playing with no articulation marking/portato. Guided Practice - ensemble practices no articulation marking etude from band book. GP - Students play same etude, section by section (flutes, saxes, etc.) with teacher listening and monitoring for correct style, attack and length.</p> <p>Play excerpts from Newcastle March (Horns m.34-38, or Flutes m.43-53.)</p>	<p>will also do a playing test of a particular excerpt from Newcastle March.</p>
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					<p>Given as handout, transposed to ensemble unison.</p> <p>The student will demonstrate the ability to play a phrase with no articulation marking with correct length, style and attack, and will also demonstrate the ability to match articulation with section and rest of ensemble.</p>	
2)	Intro to Staccato	<p>Music uses a unique sensory language for creating and communicating</p> <p>Collaborative music experiences can build community and nurture relationships</p>	<p><i>Exploring and Creating</i> - Perform collaboratively in both solo and ensemble contexts</p> <p><i>Exploring and Creating</i> - Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect</p> <p><i>Reasoning and Reflecting</i> - Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship</p> <p><i>Communicating & Documenting</i> - Revise, refine, analyze, and document musical experiences to enhance learning</p>	<p>Concert Band Instruments</p> <p>Tennis Ball</p> <p>Hot Pan</p> <p>Sheet music for Newcastle March</p>	<p>Demonstrate staccato articulation. Playing a fun game of guess what staccato sounds like. Teacher will play multiple excerpts of different articulation and students will guess which they believe is staccato. Once the answer is revealed teacher will play different excerpts from pieces where staccato is present.</p> <p>Call and response. Teacher will play</p>	<p>Informal: Playing articulation on concert Bb major scale in groups in accordance to sections.</p> <p>S: Performance of Newcastle March evaluated by teacher. Performance will take place at a spring concert and students will fill out a self-assessment to accompany their performance. Student will also do a playing test of a particular excerpt from Newcastle March.</p>

			<p><i>Connecting & Expanding</i> - Demonstrate increasingly sophisticated application and/or engagement of curricular content</p>		<p>staccato and students will repeat. Teacher will use melodic patterns from Bb major scale.</p> <p>Tennis ball can be used to demonstrate how light and bouncy staccato is. Bouncing it in front of the students and have them also bounce it to feel how quickly it rebounds. Then having students apply that to their playing on their instrument.</p> <p>Demonstrate different articulation to show the contrast between for example legato and staccato.</p> <p>Play Bb major scale up to the ninth with staccato articulation. Students will play up and down the scale with staccato articulation.</p> <p>Play excerpt m. 22-30 from Newcastle March having student</p>	
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					focus on staccato portions.	
3)	Intro to Accent	<p>Music uses a unique sensory language for creating and communicating</p> <p>Collaborative music experiences can build community and nurture relationships</p>	<p><i>Exploring and Creating</i> - Perform collaboratively in both solo and ensemble contexts</p> <p><i>Exploring and Creating</i> - Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect</p> <p><i>Reasoning and Reflecting</i> - Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship</p> <p><i>Communicating & Documenting</i> - Revise, refine, analyze, and document musical experiences to enhance learning</p> <p><i>Connecting & Expanding</i> - Demonstrate increasingly sophisticated application and/or engagement of curricular content</p>	<p>Concert Band Instruments</p> <p>Bell</p> <p>Sheet music for Newcastle March</p>	<p><i>Defining & Discussing</i> Provide students with a visual example of an accent and define it</p> <p>Lead a discussion on the articulations that students have learned so far and how they differ from one another</p> <p><i>Demonstration</i> T demonstrates accent articulation using a bell and provides visual comparisons for the symbol (i.e.. Arrow & Crescendo)</p> <p><i>Guided Practice</i> - T leads a game of Family Feud that integrates the new articulation</p> <p><i>Call and Response</i> -</p>	<p><i>Informal Assessment</i> Playing articulation on concert Bb major scale in groups in accordance to sections.</p> <p><i>Summative Assessment</i> Performance of Newcastle March evaluated by teacher. Performance will take place at a spring concert and students will fill out a self-assessment to accompany their performance. Student will also do a playing test of a particular excerpt from Newcastle March.</p>

					<p>Teacher will play an accent on a Concert Bb pitch in and students will repeat. Teacher will use melodic patterns from Bb major scale.</p> <p><i>Guided practice</i> - Ensemble practices concert Bb scale up to the ninth with accents</p> <p>Practice mm. 1-8 from Newcastle march focusing on the articulations</p>	
4)	Intro to Marcato	<p>Music uses a unique sensory language for creating and communicating</p> <p>Collaborative music experiences can build community and nurture relationships</p>	<p><i>Exploring and Creating</i> - Perform collaboratively in both solo and ensemble contexts</p> <p><i>Exploring and Creating</i> - Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect</p> <p><i>Reasoning and Reflecting</i> - Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship</p> <p><i>Communicating & Documenting</i> - Revise, refine, analyze, and document musical experiences to enhance learning</p> <p><i>Connecting & Expanding</i></p>	<p>Concert Band Instruments</p> <p>Family Feud Game</p> <p>Sheet music for Newcastle March Concert</p>	<p><i>Defining & Discussing</i> Provide students with a visual example of an accent and define it</p> <p>Lead a discussion on the articulations that students have learned so far and how they differ from one another</p> <p><i>Demonstration and Individual Practice</i> T demonstrates Marcato articulation</p>	<p><i>Informal Assessment</i> Playing articulation on concert Bb major scale in groups in accordance to sections.</p> <p><i>Summative Assessment</i> Performance of Newcastle March evaluated by teacher. Performance will take place at a spring concert and students will fill out a self-assessment to accompany their performance. Student will also do a playing</p>

			- Demonstrate increasingly sophisticated application and/or engagement of curricular content		<p>on band instrument and provides visual comparisons for symbol (i.e.. Aries Symbol & Mountain)</p> <p><i>Guided Practice</i> - T leads a game of Family Feud that integrates the new articulation</p> <p><i>Call and response</i> - Teacher will play staccato and students will repeat. Teacher will use melodic patterns from Bb major scale.</p> <p>Guided practice - ensemble practices concert Bb scale up to the ninth with accents</p> <p>Practice mm. 1-8 from Newcastle march</p>	test of a mm. 1-8 from Newcastle March.
4) Slur	Intro to Slurs and Tenuto	Music uses a unique sensory language for creating and communicating	<p><i>Exploring and Creating</i></p> <p>- Perform collaboratively in both solo and ensemble contexts</p> <p><i>Exploring and Creating</i></p>	<p>Concert Band Instruments</p> <p>Sheet music for Newcastle March</p>	<p>Defining & Discussing</p> <p>Legato definition: in a smooth flowing manner, without breaks between notes.</p>	<p>Informal: Playing articulation on Bb major scale in groups in accordance to sections</p> <p>S: Performance of Newcastle March</p>

		<p>Collaborative music experiences can build community and nurture relationships</p>	<p>- Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect</p> <p><i>Reasoning and Reflecting</i> -Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship</p> <p><i>Communicating & Documenting</i> - Revise, refine, analyze, and document musical experiences to enhance learning</p> <p><i>Connecting & Expanding</i> - Demonstrate increasingly sophisticated application and/or engagement of curricular content</p>	<p>Breathing Gym Book</p> <p>Warm up Band Book</p>	<p>Tenuto definition: a note or chord held for its full time value or slightly more.</p> <p>Demonstration: - Teacher plays an excerpt (Newcastle March) ex. Tubas m.44-46, or Brass m.5-12, to demonstrate style, attack and length of tenuto. .-Teacher plays an excerpt (Newcastle March) ex. Flutes m.14-15, 17-19, or Clarinet/Bari m.33-40</p> <p>Breathing Exercise using Breathing Gym.</p> <p>-Is Mr./Mrs “___” playing Tenuto: teacher plays an excerpt on their instrument, alternating between playing tenuto playing and non-tenuto playing. Students raise and lower their arm depending on how tenuto the teacher is playing.</p>	<p>evaluated by teacher. Performance will take place at a spring concert and students will fill out a self-assessment to accompany their performance. Student will also do a playing test of a particular excerpt from Newcastle March.</p>
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					<p>-And/Or Is Mr./Mrs “ ___ ” playing Legato?</p> <p>Guided practice - ensemble practices concert Bb or Eb major scale up and down an octave playing with legato or tenuto articulation. .</p> <p>Guided Practice - ensemble practices tenuto or legato etude from band book.</p> <p>GP - Students play same etude, section by section (flutes, saxes, etc.) with teacher listening and monitoring for correct style, attack and length.</p> <p>Play tenuto and legato excerpts from Newcastle March.</p>	
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