

<b>Unit:</b> <b>1</b>	<b>Sr. Concert Band</b>  <b>Grade(s): 10-12</b>		<b>Ensemble Balance and Blend</b>			
<b>Lesson</b>	<b>Topic</b>	<b>Big Idea(s)</b>	<b>Curricular Competencies</b>	<b>Materials</b>	<b>T. Strategies (C/R; GP, Media, demonstrations, etc.)</b>	<b>Assessment/objectives</b>
<b>1.</b>	Embouchure	Creative and technical proficiency in music is transferable across different aspects of our lives.  Purposeful choices enhance the quality, artistry and authenticity of musical processes.	Analyze and study music to understand practice strategies.  Expand and adapt technical and expressive skills.  Interpret and evaluate musicians use of technique, technology and environment.	Many different mouthpieces.  Mirror  Pencil	Demonstration,  YouTube videos	Formative- pair/share, peer assessment, self-evaluations. Given the demonstration of correct mouthpiece placement, shape of chin, cheeks, and 'corners', the student will, with adequate breath support, demonstrate good tone and flexible facility.
<b>2.</b>	Individual Intonation	Music can be adapted to facilitate limitless expression and meaning.	Reflect on collective rehearsal and	Band instruments	Guided practice.	Formative- Exit Tickets, peer assessment, pair share

			<p>performance experiences and musical growth.</p> <p>Consider the function of the instrument or role within the ensemble.</p>	Tuner		<p>Given use of drones through use of a recording for drone or use of a fellow student's tone acting as a drone, the student will manipulate the pitch exploring correct intonation.</p>
3.	Chordal Intonation	<p>Music is a process that relies on the interplay of the senses.</p> <p>Music reflects aspects of time, place, and community.</p> <p>The nuance of musical expression is understood through deeper study and performance.</p> <p>Instrumental music offers aesthetic experiences that can transform our perspective.</p>	<p>Consider the function of their instrument or role within the ensemble.</p> <p>Perform in large ensemble, small ensemble, and solo contexts.</p> <p>Adapt performance techniques, processes, and skills for use in innovative ways.</p>	<p>Instruments</p> <p>Tuner</p> <p>Projector</p>	Lecture, demonstration, media, and guided practice	<p>Student will demonstrate the ability to manipulate their instrument to play chords as an ensemble with intonation of major and minor chords.</p>

			Develop and refine technical and expressive skills.			
4.	Intonation with dynamics	<p>Music is a process that relies on the interplay of the senses.</p> <p>Music reflects aspects of time, place, and community.</p> <p>The nuance of musical expression is understood through deeper study and performance.</p> <p>Instrumental music offers aesthetic experiences that can transform our perspective.</p>	<p>Consider the function of their instrument or role within the ensemble.</p> <p>Perform in large ensemble, small ensemble, and solo contexts.</p> <p>Adapt performance techniques, processes, and skills for use in innovative ways.</p> <p>Develop and refine technical and</p>	Instruments	<p>Guided Practice</p> <p>Focussed activities</p>	<p>Student will demonstrate the ability to alter their intonation depending on the quality of a major, minor, or diminished chord.</p>

			expressive skills.			
5.	Balance	<p>Music is a process that relies on the interplay of the senses.</p> <p>The nuance of musical expression is understood through deeper study and performance.</p>	<p>Consider the function of their instrument or role within the ensemble.</p> <p>Develop and refine technical and expressive skills.</p> <p>Reflect on personal rehearsal and performance experiences and musical growth.</p>	Instruments "36 Chorales for Band"	<p>Guided Listening,</p> <p>Guided practice,</p> <p>Small &amp; large group work</p>	<p>Given guided practice in small &amp; large groups and guided listening activities, self-reflection opportunities by reflecting on recordings, Students will demonstrate their ability to use the skills gained in embouchure, individual intonation and dynamics but in a group setting performing various chorales, as assessed through formative feedback through observation from peers and the teacher based on recordings made in class reflecting on the balance of reduced sections and large ensemble.</p>
6.	Blend	<p>Music is a process that relies on the interplay of the senses.</p> <p>The nuance of musical expression is understood through deeper study and performance</p>	<p>Consider the function of their instrument or role within the ensemble.</p> <p>Develop and refine</p>	Instruments "36 Chorales for Band"	<p>Guided Listening,</p> <p>Guided practice,</p> <p>Small &amp; large group work</p>	<p>Given small group and whole ensemble rehearsal with teacher observation and peer reflection, the students will demonstrate active listening skills so as to understand the function of their</p>

			<p>technical and expressive skills.</p> <p>Reflect on personal rehearsal and performance experiences and musical growth.</p>			<p>instrument and voice in the ensemble, as assessed through formative feedback through observation from peers and the teacher based on recordings made in class.</p>
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SampleRubricforLesson#4:

### Single-Point Rubric for Lesson #4

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Development Areas that Need Work	Proficiency Standards for This Performance	Extending Evidence of Exceeding Standards
	<p><b>Criteria #1:</b> Demonstrates Individual intonation within 10 cents on a tuner of the given pitch; or correct pitch alterations for given chord tone</p>	
	<p><b>Criteria #2:</b> Demonstrates their ability to crescendo-decrescendo (MP-F) while maintaining intonation criteria</p>	
	<p><b>Criteria #3:</b> Demonstrates correct playing posture &amp; embouchure for their instruments, and are using effective breathing</p>	
<p><b>1-2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>

**Note:** you use the single-point rubric to assign a grade, you can also convert general descriptors into a point range. Using this template, if a student received an excessive number of comments in the left category, their score would fall lower in the 1-2-point range. If they mostly met the targeted criteria, their score would fall around the 3. And if they achieved most of the targeted areas but also exceeded them in some ways, their score would fall between a 3-4