

## **Instrumental Music Year Plan**

### **Band - Grade 9**

#### ***Essential/Major Questions (with rationale):***

1. *What is music?*

While seeming like a simple question, crafting a response to this question can often be difficult, especially for young students. Giving students opportunities to learn about musical aspects that affect the performance of music help students to understand what makes music, music. Through this year, students will be able to define what music is with disciplinary terms, as well as give examples of musical experiences to support their knowledge and understanding.

2. *How has music changed over time?*

Music may seem constant and similar to students, but it has changed significantly over time. Students need the knowledge of how music has developed throughout the various periods of music history to explain how music has become what it is today. Being able to connect past forms of music to current music today demonstrates the impact that past composers have had on the music that students hear in their day to day lives.

3. *How is music performed?*

There are numerous different forms/types of performance of music. Students may only be aware of large ensemble band performances for school, or concerts of their favorite popular artist. However, there are numerous other forms and ensembles in which music can be performed, particularly within the school setting. Flexible instrumentation, particularly solo and small ensemble performance, is essential to the students' education as musicians to help them become stronger, more confident musicians both in an ensemble, and as a soloist.

4. *How is music created?*

Composition is one of the most important aspects of music, as music would not exist without it. Without an introduction to composition, students do not have an understanding of how the music they perform ends up on their stands in front of them. Introducing students to the compositional process demonstrates to students that composition is an important, meaningful, and essential part of music both in and outside of the school music setting.

***Standards Addressed Throughout the Year:***

9.1.1.3.1: Analyze how the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts are combined to communicate meaning in the creation of, performance of, or response to music.

9.1.1.3.2: Evaluate how the elements of music and related concepts such as repetition, pattern, balance and emphasis are used in the creation of, performance of, or response to music.

9.1.1.3.3: Analyze how the characteristics of a variety of genres and styles contribute to the creation of, performance of, or response to music.

9.1.1.3.4 4. Apply understanding of the health and safety issues related to creating, performing and responding to music.

9.1.2.3.1: Read and notate music using standard notation system such as complex meters, extended ranges and expressive symbols, with and without the use of notation software in a variety of styles and contexts.

9.1.2.3.2: Sing alone and in small and large groups (multipart), or play an instrument alone and in small and large groups, a variety of music using characteristic tone, technique and expression.

9.1.2.3.3: Use electronic musical tools to record, mix, playback, accompany, arrange or compose music.

9.1.3.3.1: Analyze how the personal, social, cultural and historical contexts influence the creation, interpretation or performance of music including the contributions of Minnesota American Indian tribes and communities.

9.1.3.3.2: Synthesize and express an individual view of the meanings and functions of music.

9.2.1.3.1: Improvise, compose or arrange new musical compositions in a variety of styles and contexts using available technology to preserve the creations.

9.2.1.3.2: Revise a musical composition or arrangement based on artistic intent and using multiple sources of critique and feedback.

9.2.1.3.3: Justify an artistic statement, including how audience and occasion influence creative choices.

9.3.1.3.1: Rehearse and perform an existing single complex work or multiple works of music from a variety of contexts and styles alone and within small or large groups.

9.3.1.3.2: Revise performance based on artistic intent, and using multiple sources of critique and feedback.

9.3.1.3.3: Justify artistic intent, including how audience and occasion influence performance choices.

9.4.1.3.1: Analyze, interpret and evaluate a variety of musical works or performances by applying self-selected criteria within the traditions of the art form.

9.4.1.3.2: Justify choices of self-selected criteria based on knowledge of how criteria affects criticism.

### **Concert Series I: September - November (Months 1-3)**

Unit Title: Making & Meaning of Music

Description of Unit: As this is a 9th grade band, students will be adjusting to performing in a high school ensemble. This unit is meant to introduce students into the high level of performance that students can expect in high school ensembles. Additionally, this unit will begin to form students' understanding on the meaning and functions of music both in an ensemble setting and in students' day to day lives. Aspects of music, such as melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts will be reviewed and/or introduced based on students' prior musical knowledge and experience.

#### Sub-Questions:

- How can musicians protect themselves from injury and perform effectively?
- What are common exercises to warm up before rehearsals?
- What is common rehearsal etiquette?
- How do musical concepts/aspects affect performance and the response elicited by the music?

Description of Lessons: Students will begin the unit by learning about aspects of performance that are essential for musicians and their safety, but are often overlooked, such as breathing, posture, and healthy practice/performance habits. Students will participate in various breathing exercises, stretching, and posture checks at the beginning of each rehearsal that will continue into future units. Additionally, lessons on risks of performing will be introduced to students to

prevent performance injuries. Within each rehearsal, students will practice rehearsal etiquette established on the first day and continue to improve upon rehearsal behaviors. Simultaneously, students will begin to learn the meanings and functions of music using the pieces from the first concert program of the year. Students will learn about elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form, repetition, pattern, balance, emphasis and their related concepts through definitions within lessons, visual/auditory examples, and references to pieces on their concert program. Using these definitions and experiences, students will discuss how these elements are used within their concert program and the response that those aspects create. Students will also have an experience to understand how musical aspects elicit responses through a lesson plan on *Pictures at an Exhibition*, in which they will create multiple representations on how a piece makes them feel, and which aspects of music create those feelings. Students will demonstrate their understanding of the meanings and functions of music through journaling, class discussions, and their representations of *Pictures at an Exhibition*.

Standards Addressed:

9.1.1.3.4 4. Apply understanding of the health and safety issues related to creating, performing and responding to music.

9.1.3.3.2: Synthesize and express an individual view of the meanings and functions of music.

9.1.1.3.1: Analyze how the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts are combined to communicate meaning in the creation of, performance of, or response to music.

9.1.1.3.2: Evaluate how the elements of music and related concepts such as repetition, pattern, balance and emphasis are used in the creation of, performance of, or response to music.

**Concert Series II: December - February (Months 4-6)**

Unit Title: Music History

Description of Unit: While music history will be covered throughout each concert series with discussions on each piece and composer on concerts, this unit focuses specifically on music as an art form, the various genres of music (especially the various eras within classical music as a genre), and how to analyze, critique, and improve performances of music on the concert based on the genre and time periods that the pieces originate from.

Sub-Questions:

- What are the periods of music history?

- Who are notable composers within each period, and what pieces did they compose?
- How can an ensemble improve a performance based on the history behind the piece/composer?
- How do contexts such as personal/social constructs and culture influence the composition and performance of a piece?

Description of Lessons: Within this unit, students will learn about the progression of the periods within music history and their impact on music today. One of the focal lessons will include creating a timeline of the periods with notable composers and pieces within each era. Additionally, students will research and analyze a piece from the concert program and give a presentation on the history behind the composer and the piece. Groups will then present this information at the concert to introduce each piece. Students will use the information they learn from research and student presentations to assist in suggestions for improvement of performance in rehearsals leading up to the concert. These improvements will also aid in the preparation for the students' performance at large group contest, which typically occurs during this period of the concert cycle. Finally, students will learn about the impact of personal, social, and cultural contexts that influence the creation of pieces through their research as well as interactive lessons featuring videos, guest speakers, and listening/analyzing of pieces. There will be particular emphasis on Minnesota American Indian tribes/communities to give students the opportunity to learn about the people that originally lived in the area that they now reside in. Students will reflect on their learning of these constructs, as well as historical constructs, through various journaling exercises, discussions on improving performances, as well as presentations.

#### Standards Addressed:

9.1.3.3.1: Analyze how the personal, social, cultural and historical contexts influence the creation, interpretation or performance of music including the contributions of Minnesota American Indian tribes and communities.

9.4.1.3.1 1. Analyze, interpret and evaluate a variety of musical works or performances by applying self-selected criteria within the traditions of the art form.

9.3.1.3.2: Revise performance based on artistic intent, and using multiple sources of critique and feedback.

9.1.1.3.3: Analyze how the characteristics of a variety of genres and styles contribute to the creation of, performance of, or response to music.

### **Concert Series III: March - April (Months 7-8)**

Unit Title: Ensemble Instrumentation

Description of Unit: As this unit falls within the middle of the year for the ensemble, students will have become more comfortable as performers in large ensembles. With this in mind, students should be given opportunities to step out of their comfort zones and perform as soloists, as well as in smaller ensembles to improve their musical skills.

Sub-Questions:

- How does performing in varying sized ensembles change the performance experience?
- How does the audience affect the programming of a concert and performance of pieces?

Description of Lessons: Students will begin to develop their abilities as solo musicians through rehearsing with their small ensembles for contest, as well as in solo repertoire. These rehearsals occur during lessons, and simultaneously with large ensemble rehearsals. Students will receive a full music education through ensembles of varying sizes. Large ensemble rehearsals on concert music will also be adapted throughout this unit through “rehearsals in the round” in which students are encouraged to sit in a different place than normal and surround themselves with musicians on other instruments than themselves. This encourages students to become independent performers and confident with their own parts. Students’ small ensemble/solo experiences will be used in a service learning experience of planning and performing at a benefit concert. Additionally, students will learn about how concerts are programmed through interactive lessons/activities, such as viewing past programs and listening to actual concert performances of various ensembles, and will determine what types of pieces are appropriate for certain audiences.

Service Learning Project: Within this unit, students will participate in a service learning project. As this unit falls during solo/ensemble contest, students will use their performance abilities to serve the greater community. In groups, students will research the community in which they live to determine a need that is not being met. Such needs could include: high levels of poverty, school/program funding, or charities in the area that hold meaning to students. Student groups will present their findings, and the ensemble will vote on the need they find most intriguing. Then, students will plan and perform at a benefit concert to raise funds for said need. Students will perform either their contest solo or small ensemble piece at the benefit. They will be responsible for advertising the benefit through creating flyers, making announcements, and spreading the word throughout the community. Students will then deliver the funds and a card/letter that each member signs to the recipient of the funds raised by the benefit.

Students will be encouraged to further their service learning by taking their solos and small ensembles to other deserving audiences throughout the community, such as hospitals and retirement homes.

Standards Addressed:

9.3.1.3.1: Rehearse and perform an existing single complex work or multiple works of music from a variety of contexts and styles alone and within small or large groups.

9.1.2.3.2: Sing alone and in small and large groups (multipart), or play an instrument alone and in small and large groups, a variety of music using characteristic tone, technique and expression.

9.3.1.3.3 3. Justify artistic intent, including how audience and occasion influence performance choices.

**Post Concert Cycle: May (+June) (Month 9)**

Unit: Composition & Technology

Description of Unit: This unit begins after the year's concerts have concluded. Students will participate in lessons on composition and technology in music to further their musicality even though the concert season has ended.

Sub-Questions:

- What tools are helpful for composers when composing music?
- How is music composed?
- What are the steps composers take when beginning the compositional process?
- How do compositions change over time?

Description of Lessons: In this unit, students will explore and develop their abilities as a composer. Students will begin the unit by creating a simple melody that they will expand on throughout the month(s). The students will have the freedom to expand their melody into a composition of a style and instrumentation of their choosing, with the instrumentation being at least four instruments. Students will have the opportunity to use a variety of technological tools to create and revise their compositions including Finale, Sibelius, and GarageBand. Students will be required to include the use of complex meters, extending the range of instrumentation, and the use of expressive symbols within their composition. There will be various check-in points throughout the unit to give students the opportunity to have their work performed/demonstrated for the class and to receive feedback to improve the composition. Additionally, a composer will join the class as a guest lecturer for a day to explain the life of a composer in the present day.

Standards Addressed:

9.1.2.3.1: Read and notate music using standard notation system such as complex meters, extended ranges and expressive symbols, with and without the use of notation software in a variety of styles and contexts.

9.1.2.3.3: Use electronic musical tools to record, mix, playback, accompany, arrange or compose music.

9.2.1.3.1: Improvise, compose or arrange new musical compositions in a variety of styles and contexts using available technology to preserve the creations.

9.2.1.3.2: Revise a musical composition or arrangement based on artistic intent and using multiple sources of critique and feedback.

9.4.1.3.2: Justify choices of self-selected criteria based on knowledge of how criteria affects criticism.