

Unit Plan – Varsity Band

Unit Author		
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School District:	School District of Stratford	
School Name:	Stratford High School	
School City, State:	Stratford, WI 54484	
Unit Overview		
Unit Plan Title:	Spring Concert	
Curriculum-Framing Questions		
Essential Question	What is the highest level of performance that this ensemble can be reasonably expected to achieve?	
Unit Questions	What are the musical goals of this ensemble? What individual and sectional responsibilities must be met in order to reach our goals as an ensemble? How do modern composers communicate their ideas and themes through their compositions? How do we need to present our performance to the audience?	
Content Questions	What are defining characteristics of modern concert band literature? Is some music written to be difficult without primary consideration for musical merit? Is that primary consideration necessary? How will our audience respond to our varied repertoire?	
Unit Summary:		
<p>The Varsity Band will prepare four or five pieces of music for the annual Spring Concert. Pieces will be selected from repertoire representing a difficulty of 3 – 5, with emphasis on music of higher difficulty. Repertoire is selected from the current WSMA contest list, from newer compositions for band and to provide performance pieces for various civic performances in the spring, such as Memorial Day.</p>		
Subject Area(s): Click box(es) of the subject(s) that your Unit targets		
<input type="checkbox"/> Business Education	<input checked="" type="checkbox"/> Drama	<input type="checkbox"/> Other:
<input type="checkbox"/> Engineering	<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Other:
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Industrial Technology	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Language Arts	<input type="checkbox"/> Math	
<input checked="" type="checkbox"/> Music	<input type="checkbox"/> Physical Education	
<input type="checkbox"/> School to Career	<input checked="" type="checkbox"/> Science	
<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Technology	

Grade Level: Click box(es) of the grade level(s) that your Unit targets

- | | |
|--|--|
| <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 |
| <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| <input type="checkbox"/> ESL | <input type="checkbox"/> Resource |
| <input type="checkbox"/> Gifted and Talented | <input type="checkbox"/> Other: |

Targeted State Frameworks/Content Standards/Benchmarks:

Primary: B.12.6, B.12.7, B.12.8, B.12.9, D.12.13, E.12.9, E.12.10, E.12.11, E.12.13, F.12.11, F.12.12, F.12.13, F.12.14, F.12.15, F.12.16, G.12.7, G.12.8, G.12.9, H.12.10, H.12.12, I.12.9, I.12.10, I.12.11, I.12.12, I.12.13 **Secondary:** See Attached

Student Objectives/Learning Outcomes:

I can:

- Apply myself in daily rehearsal, working to make a positive musical contribution to the ensemble
- Recognize and define in word and performance the various terms presented in the music and during the course of rehearsal
- Continue my study of note reading, rhythm, articulation and dynamics, recognizing any deficiencies and working to remedy them.
- Perform music with appropriate attention to core musical principles of blend, balance and intonation.
- Collaborate with my peers to enhance the overall performance of the ensemble through sectional work and peer leadership roles
- Take the initiative to be bold and confident in my playing
- Address my peers and their director with mutual respect
- Expand my knowledge of various cultural traditions surrounding the winter holiday season
- Critique my own performance and the performance of others using a standard form provided by the instructor

Procedures:

Daily Rehearsal:

- Each day's goals for rehearsal will be posted on the board before each rehearsal
- Announcements will be provided highlighting deadlines, upcoming events or other information pertaining to the music department before warm-ups begin.
- Students are to prepare their music, instrument and section each day upon entering the room
- Rehearsal begins and student talking stops when the director steps on the podium.
- Students are expected to have a pencil with them at all times, making any marks in their music as directed by the instructor or as individually needed
- Rehearsals will progress as scheduled. Time will be provided to ask questions. Peer collaboration time will also be included when needed.
- At the end of each rehearsal, students are to clean up their own equipment and will also help in tidying the room as required.

Approximate Time Needed:

- Daily rehearsal time as scheduled, 45 minutes per.
- Sectionals and individual help time scheduled as needed.

Prerequisite Skills:

Students must:

- Have a fundamental grasp of core concepts of musicality and performance practice
- Be willing to work towards the betterment of the ensemble through collaboration and mutual respect
- Have time to work on their individual parts outside the scheduled daily rehearsal time
- Manage their schedules outside of school to participate fully in concerts and activities scheduled outside the school day

Materials and Resources Required For Unit

Technology – Hardware: (Click boxes of all equipment needed)

<input checked="" type="checkbox"/> Camera	<input type="checkbox"/> Laser Disk	<input checked="" type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera	<input checked="" type="checkbox"/> Projection System	<input type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other: Sound
<input type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	equipment as needed.

Technology – Software: (Click boxes of all software needed.)

<input type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Other: DAW programs,
<input type="checkbox"/> Encyclopedia on CD-ROM		audio management software

Printed Materials: Sheet music, fingering/trill charts, various guides printed as needed

Supplies: Instrument and supplies (reeds, oil, etc.), pencil, concert dress (outlined in syllabus)

Internet Resources: Provided as needed

Others: N/A

Accommodations for Differentiated Instruction

Resource Student: Additional one-on-one practice will be scheduled with the director as needed. Additional print resources will be provided as needed. Students may make needed annotations in music.

Non-Native English Speaker: Assigned mentor/guide from within the class, assistance with translation using ESL staff.

<p>Gifted Student:</p>	<p>Leadership roles, mentor opportunities with underclassmen, assistance with the development and implementation of the concert music. Solos or small ensembles will be assigned as appropriate.</p>
<p>Student Assessment:</p>	<p>Students will be assessed as sections and as a band daily with:</p> <ul style="list-style-type: none"> • Section playing checks for musicality & accuracy • Audio recordings of concert literature <p>Final assessment will be conducted via video recording of performance. Video will be assessed in class with a standard form for musical accuracy. Assessment will also be provided by the judges at the WSMA Large Group event for class review.</p>