

Clermont Middle School Instrumental Music Department - Allen J. Venezia, Director of Bands

Band 1 - Beginning Band

Quarter 4 - Musical Notation, Tempos, Signs and Scale Studies

Benchmark(s): DA.68.S.2.1; MU.C.1.1; MU.68.C.2.1.; MU.68.C.2.2; MU.68.O.3.1; MU.68.O.3.2; MU.68.S.1.1; MU.68.S.1.3; MU.68.S.1.4; MU.68.S.2.2; MU.68.S.3.1; MU.68.S.3.2; MU.68.S.3.3; MU.68.S.3.4; MU.68.S.3.5; MU.68.S.3.6; MU.68.F.3.2

Objective(s): Students will demonstrate knowledge and understanding of Rules and Procedures. Students will identify, define and use basic music theory. Students will demonstrate basic knowledge specific to their individual instruments. Students will demonstrate performance basics on their individual instruments.

Essential Questions: Why do I need to know more advanced notation elements? Why do I need to learn scales? Why is it important for me to be a good audience member? Why is proper performance and audience etiquette important? Why is it important for me to tune my instrument? Why is it important for me to play with musical expression?

Bellwork: Sit and softly work on previously learned exercise lines / long tones exercises.

Vocabulary: Allegro, Andante, Crescendo, Da Capo, Decrescendo, Dotted Quarter Note/Rest, Fine, Largo, Moderato, Ritardando, Sharp, Single Eighth Note/Rest, Tempo

Class Activities: 1) Tradition of Excellence pg. 26-35, p. 40-43 (Final Exam). 2) Music Theory Unit 6.

Lesson Plans - Band 1

Quarter 4

Materials: Band Handbook, Black Music Binder, Tradition of Excellence Book, Alfred Music Theory Book (Wednesdays), Pencil.

Assignments / Homework: Students will be expected to practice at home for mastery of music and skills. Regular use of CHARMS, the online communication and calendar system, is required.

Performance Assessments: Playing assessments will be given periodically and announced at least a week ahead of time. Music Theory Unit 6 Test. Students will be expected to participate in the Spring Concert Program.

Accommodations: ESOL and ESE students are placed near section leaders to assist with modifications. Director and student leaders give extra music reviews and music vocabulary assistance. Students also take playing tests and written quizzes with appropriate modifications (i.e., extra time, teacher assistance and retakes, if necessary). Students are selectively placed within sections to encourage participation.