

## Carlynton Pep Band

### **PB.1 The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.**

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.D  <b>Objectives:</b> -Students will be able to read and perform pieces in odd meter. -Students will be able to adjust pitch independently. -Students will be able to sight read. - Students will be able to make necessary changes to written music based on characteristics/ limitations of instrument or player.	Student will be able to accurately tune their instrument to a reference pitch.  Teacher will observe if the student is able to bring their instrument in tune and offer guidance where necessary.	<b>Concepts:</b> -Key signatures: all twelve keys (major and natural minor) - Odd meter, e.g. 5/8, 7/8 Structured rehearsal techniques in sectionals -Quarter note triplets -Sixteenth note triplets -Additional tempo markings, e.g. vivace, presto -Tempo modification: ritardando, accelerando - Accidentals - Rhythms -Signs -Sight reading steps: -Practice techniques - Characteristics/limitations of instruments  <b>Competencies:</b> -Read and perform pieces in odd meter -Adjust pitch independently -Sight read -Make necessary changes to written music based on characteristics/ limitations of instrument or player	-Odd meter -Sectional -Quarter note triplet - Sixteenth note triplet -Ritardando -Accelerando	Teacher will play reference tuning pitch for student.  Student will play the note on their instrument and determine if they are in tune or not and make the appropriate adjustment by adjusting tuning slide/embouchure/valves/air speeds/etc.  What does it mean to be in tune?

#### **Materials and Resources:**

Tone generator  
Instruments

**PB.2 Musicians use tools and resources, as well as their own experiences and skills, to create music.**

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.12.C, 9.1.12.I, 9.1.12.J  <b>Objectives:</b> -Students will be able to use metronomes and tuners. -Students will be able to find and share opportunities to continue to play outside of school and after graduation. -Students will be able to conduct beat patterns in duple, triple, quadruple meter. -Students will be able to choose mutes and adjust playing technique according to mute choice. -Students will be able to find resource recordings and use them for score study. -Students will be able to transpose as necessary for their instruments. - Students will be able to use SmartMusic to learn parts and evaluate performance	Student will play a passage of music using SmartMusic software. Teacher listens and evaluates for accuracy.	<b>Concepts:</b> - Metronome -Tuner -Opportunities to continue to play outside of school for sporting events and pep rallies. - Transposition  <b>Competencies:</b> -Use metronome for practice -Use tuner to gauge intonation -Conduct in basic beat patterns (duple, triple, quadruple meter) -Find and share opportunities to continue to play outside of school for sporting events and pep rallies. -Find resource recordings (YouTube, other) and use them for score study -Transpose for specific instrument Use SmartMusic to learn their parts and evaluate their performance	-Metronome -Tuner -Transposition	Student will rehearse under tempo with metronome and SmartMusic aiming for note and rhythmic accuracy and incrementally increase tempo as ready.  How will learning conducting improve instrument performance?  How does the size of the ensemble affect the rehearsal technique?

**Materials and Resources:**

iPad Speaker  
SmartMusic and equipment to run it

**PB.3 The arts provide a medium to understand and exchange experiences and ideas.**

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.12.B. 9.1.12.D  <b>Objectives:</b> -Students will be able to analyze the relationships between timbre, melody, harmony, and rhythm.	Perform a piece in different ways and make choices for a performance.  Perform a piece of music repertoire in two contrasting styles.  Teacher will use a checklist to document student understanding and ability to appropriately use and apply correct expressive music terminology.	<b>Concepts:</b> -Timbre, melody, harmony, and rhythm combine to express experiences and ideas. -Expressive markings, e.g. pesante, cantabile  <b>Competencies:</b> -Analyze the relationships between timbre, melody, harmony, and rhythm -Apply expressive elements to convey composer's or performer's intent	-Timbre	Students will select a passage from a given piece of music.  Students will discuss what they feel the composer is trying to express.  Students will share ideas about how elements of music can be manipulated to realize the composer's intent.  Record the music  The music will be played incorporating student's suggestions.  Further feedback will be given and the music will be performed again.  What are the techniques a composer could use to create different expressive results?

**Materials and Resources:**

iPad Speaker SmartMusic and equipment to run it

## PB.4 Music can play an important role in fostering community

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.D, 9.2.12.A, 9.2.12.G, 9.2.12.H  <b>Objectives:</b> -Students will be able to describe personal connections to music that make it endure over time. - Students will be able to describe ways in which music helps people share feelings and experiences. - Students will be able to apply the context of a piece to affect performance. - Student will be able to apply reading skills to perform modulations of tempo, meter, key, style, and mood.	Perform Carlynton's Alma Mater and Fight Song in a public setting.  Perform music in reaction to specific situations in a sporting event.  Engage an audience in a live performance.	<b>Concepts:</b> -History of our schools alma mater and fight song.  <b>Competencies:</b> -Perform Carlynton's fight song and alma mater from memory. -Preserve old traditions and develop new traditions to instill a sense of community.	-Alma Mater	Why is community important?

### Materials and Resources:

Copies of select music literature

**PB.5 Music can provide an emotional response in a given situation.**

<b>Standard(s) Objective(s)</b>	<b>Performance Task/ Assessment</b>	<b>Concepts (Know) Competencies (Do)</b>	<b>Essential Vocabulary</b>	<b>Learning Task Essential Question(s)</b>
9.1.12.C, 9.1.12.D, 9.1.12.I, 9.4.12.B, 9.4.12.C  <b>Objectives:</b> -Students will select repertoire suitable for a sporting event. -Students will be able to describe feelings toward specific music.	Students will choreograph movements to music to enhance the visual performance.  Students will incorporate vocal chants to encourage audience participation.	<b>Concepts:</b> -Uptempo music is generally more exciting -Instrumentation can play a role in the reception of a piece of music.  <b>Competencies:</b> -Perform a wide variety of musical styles at various tempi.	-Tempo markings: allegro, vivace, presto, largo, moderato. -Stylistic designations: Giocoso, furioso,	Why does certain music elicit a response from an audience?  Are major or minor tonalities better?

**Materials and Resources:**

Copies of selected sheet music.  
Audio playback equipment.