Subject Area: Performing Arts	**Course:** HHS Band	
Unit 2 Title: Winter Concert	**Start Date:** Mid-October	**End Date:** Mid-December
Unit Summary: Students will prepare and present their first formal concert of the school year. Rhythm, pitch, and tone are major focal points for this unit, although other areas are also incorporated. Students will continue their work with self-reflection, widening their focus to include their section and the ensemble.		

Stage 1: Desired Results

Massachusetts Learning Standards

Foundations Solo and Ensemble Standards

2. F.M.Cr.02 - **Organize and develop artistic ideas and work.** Record decisions about interpreting written music (e.g., adding dynamics or accents to a score).
5. F.M.P.05 - **Develop and refine artistic techniques and work for presentation.** Perform with accuracy and expression works from the vocal or instrumental literature with a level of difficulty of 3, on a scale of 1 to 6; or a comparable scale.
7. F.M.R.07 - **Perceive and analyze artistic work.** Analyze the style a musician uses and how it manifests itself in a given musical work.
8. F.M.R.09 - **Apply criteria to evaluate artistic work.** Compare and contrast different rubrics or criteria for evaluating music to identify advantages and disadvantages of each approach.

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to…

- Examine a new musical selection to find and address rhythmic and pitch challenges
- Consistently play with quality tone in all musical settings
- Reflect on their individual performance as well as that of their section and ensemble

Meaning

Enduring Understandings	Essential Questions

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Students will understand that… ● Careful analysis before playing will reveal problem areas that can be addressed from the beginning of practice ● Tone quality is a skill that must be continually maintained and improved upon ● Self-reflection also involves examining one's own part in a section and ensemble	**Students will consider…** ● What makes a section of music challenging? ● How do I produce good tone quality on my instrument? ● How can my performance affect the performance of my section and ensemble?
Acquisition	
Knowledge **Students will know…** ● How to locate rhythms and pitches that are personally challenging ● What good tone quality sounds like on their instrument ● How their own performance contributes to their section and ensemble	**Skills** **Students will be skilled at…** ● Using strategies to tackle rhythmic and pitch challenges ● Producing good tone on their instrument ● Identifying individual, sectional, and ensemble wide areas of success and areas for improvement