

East EPO Course Overview For Lower School Modern Band

Disciplinary long-term transfer goals aligned with mission/vision:

Students will be able to independently use their learning to:

- **Creating:** Create new musical ideas and work that express their experiences and connections to the world around them.
- **Performing:** Prepare for performance through analysis, interpretation, and intentional practice in order to communicate perspectives and experiences to an audience.
- **Responding:** Develop an understanding of a variety of music through listening, analyzing and connecting to personal experience and society

Pacing Guide:

Marking Period 1			Marking Period 2			Marking Period 3			Marking Period 4		
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		

Unit 1 - FUNdamentals (instrument specific skills and technique developed over the year)
Unit 2 Learning to Listen (Aural Skills woven throughout curriculum)
Unit 3 Rhythm and Groove
Unit 4 - Songwriting Workshop (Composing)
Unit 5 - Improv Workshop

Unit Overviews

Unit 1: FUNdamentals	Understandings:	Essential Questions:
FUNdamentals	• EU1 All instruments have fundamental skills and techniques that are developed and practiced over time. • EU2 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	• EQ1 How do I develop and practice fundamental skills and techniques on my instrument? • EQ2 How do musicians improve the quality of their performance?
Transfer Goal: • Performing: Connect and communicate perspectives and experiences through collaborative or individual musical performances.		
CEPT/Performance Task: <u>Goal</u>: Facilitate, engage in, explore, and present fundamental performance skills on the keyboard, guitar, bass, drumset, and vocals <u>Role</u>: Musician, performer <u>Audience</u>: Classroom peers and teacher <u>Situation</u>: To start off the year, scholars will all begin with developing fundamental performance skills on a chosen instrument <u>Product</u>: Scholars will perform in small groups and large groups, focusing on instrument-specific skills to perform a short piece of music. <u>Standards</u>: Work will be judged based on students' understanding of how the arts convey meaning and realizing artistic ideas and work through interpretation and presentation. Criteria for Success: Big Unit Ideas for each specific instrument group - proper technique, maintenance, etc. Reading iconic notation - Developing comping patterns - Playing as a group		

Unit 2: Learning to Listen	Understandings:	Essential Questions:
Learning to Listen	• EU1 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • EU2 Performers make interpretive decisions based on their understanding of context and intent.	• EQ1 How does understanding the structure and context of musical works inform performance? • EQ2 How do performers interpret musical works?
Transfer Goal: • Responding: Develop an understanding of music through listening, analyzing and connecting to personal experience and society.		
CEPT/Performance Task: Goal: Facilitate, engage in, explore, and present fundamental listening skills on the keyboard, guitar, bass, drumset, and vocals Role: Musician, performer Audience: Classroom peers and teacher Situation: To start off the year, scholars will all begin with developing fundamental listening skills on their major instrument of choice Product: Scholars will perform in small groups and large groups, focusing on instrument-specific listening skills to perform Standards: Work will be judged based on students' understanding of how the arts convey meaning and realizing artistic ideas and work through interpretation and presentation. Criteria for Success: • Ear Training - intervals, chords, scales, chord progressions, scale degrees, melodic and rhythmic dictation • Texture • Instrument-specific Tuning strategies • Dynamics, timbre, melodic contour		

Unit 3: Rhythm and Groove	Understandings:	Essential Questions:
	• Rhythm and groove are fundamental elements of modern band music. • The ability to synchronize with other musicians is essential for a cohesive performance. • The drummer and bassist form the foundation of the band's rhythm section, while all musicians contribute to the overall groove. • Understanding different rhythmic patterns and time signatures is key to playing in various styles and genres. • Practice and teamwork are essential to creating a tight rhythm and groove in a band setting.	• How do different rhythmic patterns influence the overall groove of a song? • What makes a rhythm "groovy" or "tight" in a band setting? • How can a rhythm section (drums and bass) work together to create a solid foundation for the band? • What role does timing and synchronization play in creating an effective rhythm section? • How can we use different time signatures and rhythms to create variety in our music? •
Transfer Goal: • Performing: Prepare for performance through analysis, interpretation, and intentional practice in order to communicate perspectives and experiences to an audience.		
CEPT/Performance Task: Groove Jam Session: • Students will play together as a band, focusing on establishing a strong rhythm section (drums and bass). They will demonstrate their ability to lock in a groove while playing basic rock or pop songs. Rhythm Group Project: • In small groups, students will arrange a short piece of music, incorporating various rhythmic patterns (e.g., syncopation, backbeat, triplets). Each group will present their groove arrangement to the class.		

Self and Peer Assessment:

- Students will evaluate their rhythm skills during band rehearsals and provide feedback on their ability to play in sync with others, contributing to the groove of the song.

Criteria for Success:

- Rehearsal and practice planning
- Time management
- Performance assessment
- Reflections

Unit 4 : Songwriting Workshop	Understandings:	Essential Questions:
Songwriting Workshop (Composing)	• EU1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • EU2 Musicians' creative choices are influenced by their expertise, context, and expressive intent. • EU3 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria • EU4 Musicians' presentation of creative work is the culmination of a process of creation and communication.	• How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is a creative work ready to share?

Transfer Goal:

- Creating: Create new musical ideas and work that express their experiences and connections to the world around them.
- Responding: Develop an understanding of a variety of music through listening, analyzing and connecting to personal experience and society

CEPT/Performance Task:

Goal: Explore a variety of tools, methods, and strategies to compose an original piece of music.

Role: Composer, Arranger, Performer

Audience: School and Community Members

Situation: Students will explore a variety of processes and experiences with composing and arranging a new piece of music.

Product: Students will create a new composition, prepared both as a recorded piece, notated, and perform it at the Spring Concert.

Standards: Work will be judged based on students' understanding of the creative process and their engagement in generating, selecting, refining, and presenting musical ideas.

Criteria for Success: Imagine Scoring

- Idea/Riff Bank

Plan/Make

- Developed draft of work - visually organized and notated well enough to rehearse

Evaluate/Refine

- Self Feedback Tool
- Composition Evaluation
- Refining Plans

Present

- Recording
- Notated Piece
- Performed at Spring Concert

Unit 5:	Understandings:	Essential Questions:
Improv Workshop	• EU 1 Analysis of creators' context and manipulation of musical elements to provide insight into intent and inform performance. • EU 2 Understanding and application of creative process informs improvisational skill. • EU3 Music reflects and shapes culture and history.	• EQ 1 How do musicians make creative decisions? • EQ 2 How does understanding the structure and context of musical works inform performance? • EQ 3 How do musicians improve the quality of their creative work?
Transfer Goal: • Responding: Develop an understanding of a variety of music through listening, analyzing and connecting to personal experience and society		
CEPT/Performance Task: Goal: Explore a variety of tools, methods, and strategies to improvise over a familiar chord progression Role: Improviser, performer Audience: School and Community Members Situation: Students will explore a variety of processes and experiences with improvisatory techniques specific to their instrument to convey emotion. Product: Students will improvise over a backing track or with a live ensemble Standards: Work will be judged based on students' understanding of improvisation techniques - rhythmic, harmonic, expressive qualities, interpretation of musical work Criteria for Success: The improviser • performs a variety of related ideas and reuses material in the context of the overall form (thus performance contains elements of unity and variety). • demonstrates motivic development through tonal and rhythm sequences.		

- demonstrates effective use of silence.
- demonstrates an understanding of tension and release through resolution of notes in the context of the harmonic progression
- embellishes notes and performs variations of themes.

Use of Rhythm

Use of Expression

Harmonic Progression