

UNIT PLAN ORGANIZER

Teacher: Ben De Franco

Grade:11

SUBJECT/STRAND	Small ensembles (duet, trios or Quartet)
OVERALL EXPECTATIONS	<p>A. Creating and Preforming</p> <p>B. Reflecting, Responding and Analyzing</p> <p>C. Foundations.</p>
LEARNING GOALS	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Successfully play in a small ensemble with their peers • Apply the creative process while practicing and performing • Demonstrate their ability to play their instruments and keep a steady tempo on their own. • Identify musical symbols and be able to play them • Identify some famous small ensemble pieces throughout history.
SUCCESS CRITERIA	<p>Students will be practicing their song daily, initially focusing on their own part with the later focus on playing alongside their group members. Effort and participation will be considered during the culminating task.</p> <p>Students should be able to pick a song of their choice and be able to play it with their peers, including the various dynamics and articulation markings.</p> <p>Students will complete the collimating task which will be marked by the teacher at the end f the unit.</p>
CULMINATING TASK	The culminating task will be a performance by each group for the teacher.
PRIOR KNOWLEDGE	<p>Students will need prior knowledge and some experience playing there instruments.</p> <p>Students will need a basic understating of music theory to read the notes for the culminating task</p>

EXPECTATIONS	TEACHING-LEARNING STRATEGIES	ASSESSMENT
B1.1, C1.1	LESSON 1 Students will be introduced to some historical elements of the small chamber ensembles thorough all three main periods of music (Baroque, Classical and Romantic) This lesson will be a PowerPoint presentation with a focus on listening to many examples.	Self-reflection
ACCOMMODATIONS	Rock bands and jazz groups will also be introduced.	RESOURCES
Students can complete the worksheet online.	Students will then complete a worksheet on these topics (self-reflection). https://docs.google.com/document/d/11nu4xyxeRSq1purRkRNBcbjN9Q9SSLdxkt8O4lv6PcY/edit?usp=sharing	

EXPECTATIONS	TEACHING-LEARNING STRATEGIES	ASSESSMENT
B1.2, B1.4, C1.1	LESSON 2 Outline of the unit will be shared with students, with a focus on clear explanation of what they need to complete in order to be successful in this unit. We will go over some basic dynamic and articulation markings that they may find in their selected song Students will complete a worksheet on dynamics and articulation.	Worksheet on dynamics and articulation
ACCOMMODATIONS	Students will begin to choose their members and their song	RESOURCES
Students can complete the worksheet online.		

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EXPECTATIONS	TEACHING-LEARNING STRATEGIES	ASSESSMENT
A2.1, A1.1, B1.2, B2.2	LESSON 3 Students must find a group and have a selected song picked out by the end of this lesson; they must be told to the teacher. Students will be tasked with selecting a composer from a list given to them and do some research on their selected composers. Questions about those composers' small ensemble compositions will be the focus. This will be due at the beginning of Lesson 7	
ACCOMMODATIONS		RESOURCES
If students don't have a group the teacher will assign them to one.	Students will have time to begin to work on their selected songs, with a focus on their own individual sections. The teacher will walk around and assess how each of the students are doing.	

EXPECTATIONS	TEACHING-LEARNING STRATEGIES	ASSESSMENT
A1.2, A2.3, A3.2, A3.3	LESSON 4 Students will then be given a task, which will be a compositional activity. Students will work individually and compose a short 12 bar piece using the same	

<p>ACCOMMODATIONS</p> <p>Students who need extra time may hand in the assignment after the original due date.</p> <p>The composition may be shorter in length as well.</p>	<p>instruments as in their group. If they are in a group of three then they write a piece for the same three instruments as in their group. This will be due in three days (lesson 6)</p>	<p>RESOURCES</p> <p>Laptops for students.</p>
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EXPECTATIONS	TEACHING-LEARNING STRATEGIES	ASSESSMENT
<p>A2.1, A1.1, A3.1</p>	<p>LESSON 5</p> <p>Students will be given class time to work on their small ensemble pieces. The culminating activity will be played for the teacher either on the Thursday or Friday the following week. Students are encouraged to work on their own parts.</p>	
ACCOMMODATIONS		RESOURCES
<p>Students who need more help may be allowed to play an easier part for there performance.</p>	<p>Students may also work on their compositional activity.</p>	<p>Music books for students to pick there song from.</p>

EXPECTATIONS	TEACHING-LEARNING STRATEGIES	ASSESSMENT
A2.1, A1.1, A3.1	LESSON 6 A kahoot will be done at the beginning of class to review what has been learned the previous lesson. Compositions are due, some may be played for the class, if student allow it. Students will then have a work period Practice their parts; students may begin to play with there groups. Teacher will walk around and check in on each group.	Informal comments given to each group from the teacher.
ACCOMMODATIONS		RESOURCES

EXPECTATIONS	TEACHING-LEARNING STRATEGIES	ASSESSMENT
A2.1, A1.1, A3.1, B3.3, C2.2, C3.2	LESSON 7 A few examples of live small ensembles will be showed, with the purpose of proper performance etiquette and performance strategies. Including to not stop if a mistake is made. As well as how to deal with performance anxiety. The remainder of the class will be a work period for students. Teacher will come around and give them pointers to each of the groups. A self-reflection will be given to students to complete by the end of class. https://docs.google.com/document/d/1sDyVfnWETNXDWIxDJpA_y8EpoalyZoOQdi-e43LdXFQ/edit?usp=sharing	Self Reflection
ACCOMMODATIONS		RESOURCES
Students may complete the assessment online.		

EXPECTATIONS	TEACHING-LEARNING STRATEGIES	ASSESSMENT
A2.1, A1.1, A3.1	LESSON 8 Students' findings for their composer research assignment are due and will be shared with the rest of the class. Similarities of composers will also be discussed (compare/contrast). Students will be given the rest of the class to work on their small group ensembles. Students may find a quiet area away from other groups in order to practice their parts. They should focus on the advice given to them by the teacher.	Informal comments given to each group by the teacher.
ACCOMMODATIONS		RESOURCES

EXPECTATIONS	TEACHING-LEARNING STRATEGIES	ASSESSMENT
A2.1, A1.1, A3.1	LESSON 9 Class will begin with a few live performance examples played via YouTube on the projector. The groups who are ready may play their parts for the teacher in a separate room or hallway. The teacher will then immediately give some comments to each group on what they did well and what they can improve upon. A more formal assessment with the rubric will also be given to them at a later point.	Assessment for the culminating activity
ACCOMMODATIONS		RESOURCES
Students may also submit a audio recording of the performance.		

EXPECTATIONS	TEACHING-LEARNING STRATEGIES	ASSESSMENT
<p>A3.1, A2.1, A1.1</p>	<p>LESSON 10</p> <p>All aother groups who have no presented will present today. This call will be like that of the previous lesson. Students who have already completed the culminating activity may complete ay unfinished work from other classes or practice their instruments.</p> <p>.</p>	<p>Assessment for the culminating activity</p>
<p>ACCOMMODATIONS</p> <p>Some groups may be allowed to perform on a later date.</p> <p>Students may also submit a audio recording of the performance.</p>		<p>RESOURCES</p>