Unit 8 Refining Performance Skills

Content Area: **Music**
Course(s): **Wind Ensemble**
Time Period: **October**
Length: **5 weeks**
Status: **Published**

Enduring Understandings

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

Musical proficiency is characterized by the ability to perform advanced notation.

Reading basic music notation contributes to musical fluency and literacy.

Essential Questions

Do I remember basic music terms having to do with dynamics, expression, and articulations?

Why is it important to be able to read music.

Why is it important to count rhythms while playing?

Why is it important to perform with technical accuracy?

Why is it important to perform with good tone quality and intonation.

Content

Vocabulary

FortePiano

Sforzando

Maestoso

Skills

articulation markings, such as staccato, legato and tenuto markings.

Perform syncopated rhythms.

Identify key changes and meter changes in performance repertoire.

Perform a musical work with appropriate musical phrasing.

Perform a musical work with technical accuracy.

Explain how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Resources

Standards

NJ: 2014 CCCS: Visual & Performing Arts

NJ: Grade 12

1.1 The Creative Process

B. Music

Show details

1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.3 Performance

B. Music

Show details

1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

1.4 Aesthetic Responses & Critique Methodologies

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

Show details

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

B. Critique Methodologies

Show details

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

VPA.1.1.12.B	Music
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.3.12.B	Music
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
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VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.B	Critique Methodologies
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