Unit 3 Developing Artistic Expression

Content Area: **Mathematics**
Course(s): **Wind Ensemble, Advanced Wind Ensemble**
Time Period: **November**
Length: **5 weeks**
Status: **Published**

Enduring Understandings

Musical elements, artistic processes and organizational principles are used in simple and distinctive ways in various genres of music.

People creatively express themselves.

Essential Questions

What is your plan for musical growth?

Can you demonstrate the stylistic differences in the works that have been studied?

How can the ensemble best convey the essence of the music to the audience?

How does the ability and performance of the individual affect the group's performance?

Why is sight reading an important skill in terms of reading music?

How can quality in music be recognized and pursued?

Content

Vocabulary

Marcato

Staccato

Legato

Ritardando

Rubato

Crescendo

Decrescendo

Skills

Development of sight reading skills [music of Grade 3 difficulty]

Develop a tone that is in tune and has a pleasant tone quality.

Perform music in various keys, meters, and genres.

Demonstrate basic technical skills by demonstrating various articulations [tonguing, slurs, staccato, legato, and marcato].

Clap rhythmic patterns which includes eighth notes, quarter notes, half notes dotted rhythms, and combinations.

Develop artistic skills by the study of the All Shore Band Solo Requirement.

Develop Critical Listening Skills

Develop artistry by emulating master musicians.

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.

1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

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.

1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.

1.4 Aesthetic Responses & Critique Methodologies

B. Critique Methodologies

Show details

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

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.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
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.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.4.12.B	Critique Methodologies
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.