Unit 6: Large Group (Guitar Orchestra)

Content Area: **Music**
Course(s): **Intermediate Guitar Ensemble**
Time Period: **September**
Length: **40 weeks**
Status: **Published**

Enduring Understandings

Performing as part of a larger ensemble is an important part of musical experience and education

Musicians must possess a basic command of the musical materials in order to be an effective member of an ensemble.

Essential Questions

How does your part contribute to that of the musical whole?

How do you prepare for an ensemble rehearsal and/or performance?

How does being a part of a large group differ from that of a smaller group or as a soloist?

How can music be considered “the universal language”?

How can self-assessment and critique be a valuable tool to the musician?

Content

VOCABULARY: visualization, planning, programming, preparation, rehearsal, sectional, stage presence, concert dress, dress rehearsal, critique, constructive criticism, post-performance review, Back-planning

Skills

Perform cohesively as a member of a large ensemble (melody and chords) in front of others.

Record video and audio recordings. Critique these recordings in preparation for live performance.

Perform varied ensemble repertoire.

Play the guitar with proper sitting position and good technique.

Resources

The primary resource for this unit is our repertoire.

Standards

NJ STUDENT LEARNING STANDARDS

MUSIC

1.1 Creative Process (elements and principles)

B.1 understand genres, examine elements

B.2 reading, classifying, elements

VPA 1.1.12 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art.

VPA 1.1.12.B. S1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality and harmonics are determining factors in the categorization of musical genres.

VPA 1.1.12.B.1 Examine how the 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.CS2 Musical proficiency is characterized by the ability to sightread advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions.

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.

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1.2 History of Arts and Culture

VPA 1.2.12 All students will understand the role, development, and influence of the arts throughout history and across cultures.

VPA 1.2.12.A.CS1 Culture and historical events impact art-making as well as how audiences respond to works of art.

VPA 1.2.12.A.1 Determine how music and other art forms have influenced world cultures throughout history.

VPA 1.2.12.A.CS2 Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

VPA 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on

societal norms and habits of mind in various historical eras.

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1.3 Perform (Interpreting)

1. Era

2. Read

3. Manipulate

4. Compose

VPA 1.3.12.B All students will synthesize those skills, media, methods, and technologies applicable to creating, performing and/or presenting works of music.

VPA 1.3.12.B.CS1 Technical accuracy, musicality, and stylistic considerations vary according to genre, cultural, and historical eras.

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, applicable musicality, and the relevant stylistic nuance.

VPA 1.3.12.B.CS2 The ability to read and interpret music impacts musical fluency.

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

VPA 1.3.12.B.CS3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.

VPA 1.3.12.B.3 Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and non-traditional sound sources, including electronic sound-generating equipment and music generating programs.

VPA 1.3.12.B.CS4 Basic vocal and instrumental arranging skills require theoretical understanding of musical composition.

VPA 1.3.12.B.4 Arrange simple pieces for voice or instruments using a variety of traditional and non-traditional sound sources or electronic media, and/or analyze prepared scores using music computer software.

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1.4 Study of Aesthetics and Critique

1. Criteria

2. Technique

3. Reflection of Technique

VPA 1.4.12.B Critique Methodologies

VPA.1.4.12.B.C.S1 Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art (and music).

VPA.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 music (and other art forms) from diverse cultural contexts and historical eras.

VPA.1.4.12.B.CS2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

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.