# Unit 5 Preparing a Music Portfolio

Content Area: **Music**
Course(s): **Orchestra**
Time Period: **January**
Length: **5 weeks**
Status: **Published**

## Enduring Understandings

Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts

All students will demonstrate an understanding of the elements and principles of music.

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

## Essential Questions

When do you shift?

What is pizzicato?

What is Harmonic Minor?

What is the relative minor to a major key?

## Content

**Vocabulary:**

Pizzicato

Intonation

## Skills

Perform a "c" harmonic minor scale and arpeggio.

Demonstrate proficiency in part independence of performance repertoire.

Demonstrate sight reading skills at a grade 3 difficulty level

Demonstrate shifting techniques in $1^{st}$, $2^{nd}$, and $3^{rd}$ positions.

Perform two octave major scales and arpeggios in the key of C,F,G,D,A,E,Bb

Perform three octave major scales and arpeggios

Manipulate tone quality and dynamic levels by varying bow speed, weight and bow placement.

Read and perform rhythm patterns with correct bow technique.

Listen to and identify stylistic time periods and genres.

Perform assigned etudes and exercises from a selected method book.

Refinement of tuning techniques

## Resources

**Method Books:**

- Advanced Technique for Strings – Technique & Style Studies for String Orchestra; Allen, Gillespie, and Hayes; Hal Leonard
- Expressive Techniques for Orchestra; Brungard, Alexander, and Dackow; Tempo Press

- Sound Innovations – Sound Development
- Warm-up Exercises for Tone & Technique  Phillips and Moss Alfred Music

**Repertoire:**

Intermezzo from Cavalleria Rustican  Pietro Mascagni arr. Simpson Masters Music

Inverno  Antonio Vivaldi  arr. Parrish Wingert Jones

Bridge Over Troubled Water  Paul Simon arr. Hayes Shawnee Press

Simple Song from Mass  Leonard Bernstein arr. Longfield  Boosey & Hawkes

**Media:**

https://www.youtube.com/watch?v=kAecaIV6KzM  University of Illinois Bowing Techniques

https://www.youtube.com/watch?v=x_1WfiZ8WSY&t=137s

university of illinois violin spiccato bowing

tps://www.youtube.com/watch?v=x_1WfiZ8WSY&t=139s

university of Illinois  sautille bowing

https://www.youtube.com/watch?v=Z3ui_xWU_7Y

university of Illinois  string crossing

## 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.

| | |
|---|---|
| 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. |