Unit 9 Preparing for a Public Concert Performance

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

Enduring Understandings

Music notation is performed differently in various music styles, techniques, and genres.

Student musicians integrate their musical experience into becoming valued, respected, and valued members of their community.

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

Essential Questions

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 bowing style affect the texture of the music?

Content

Vocabulary:

Sautille Bowing

Dissonance

Consonance

Neo-Classicism

Vibrato

Tremelo

Articulation

Timbre

Skills

Identify the elements of music in the orchestral performance repertoire [rhythm, melody, harmony, form, texture, and timbre}.

Demonstrate proper bow technique.

Demonstrate the development

Vibrato.

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

Perform rhythm patterns with correct bow technique.

Identify stylistic time periods and genres. [Neo-Classical]

Demonstrate Sautille' bowing style.

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:

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

Symphony No. 40 in G Minor W.A. Mozart IMSLP

Symphony No. 29 W.A. Mozart IMSLP

John Williams Trilogy arr. Custer Hal Leonard

Hoe Down from Rodeo Aaron Copland 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.

1.3 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.

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