Unit 3 Refining Skills

Content Area: **Music**
Course(s): **Orchestra**
Time Period: **November**
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.

Music is an integral part of Human culture and society

Essential Questions

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

Do I remember how to play major scales and arpeggios?

Can I read music notation?

What are the finger patterns for each major scale?

What is shifting and when is it used?

What are the different bowing styles? How do we execute them?

What are the time signatures, key signatures and dynamic markings?

How does music reflect human society and cultures?

Content

Vocabulary:

Baroque era

Trills

Ornamentation

Duple Meter

Triple Meter

Skills

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

Sight-read music of grade 2.5 difficulty level.

Sight-read music of grade 3 difficulty level.

Demonstrate Hooked bowing, slurs, and tremolo

Identify time and key signatures.

Student will demonstrate shifting techniques when appropriate.

Demonstrate proficiency in playing individually and in a group.

Demonstrate appropriate rehearsal skills and demeanor.

Identify or describe musical styles that show influence of the cultural traditions in various musical genres. [Baroque]

Perform assigned etudes and exercises from a selected method book.

Demonstrate martele' bowing technique

Demonstrate tuning of the instrument.

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=DJh6i-t_I1Q Bach Double Violin Concerto

https://www.youtube.com/watch?v=eBGAxnp7xZw Dudamel Cavalleri Rusticana

https://www.youtube.com/watch?v=o1dBg__wsuo&t=990s Mendelssohn Violin Concerto

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.

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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.