Unit 4 - Get Off the Page

Content Area: **Music**
Course(s): **Band, Band Performance**
Time Period: **December**
Length: **5**
Status: **Published**

Transfer

Concert preparation; developing conceptual understanding s of tone musicality, balance and blend. What makes a solid performance?

Enduring Understandings

Proper preparation of a music piece is greater than performing technically correct

A musical performance is capable of articulating emotion that discursive language cannot properly articulate.

Music and all art do not realize their potential without communication to an audience.

Essential Questions

How does conceptual understandings of tone, musicality, balance and blend work together to create an artistic statement?

How does art articulate emotion where spoken or written word falls short?

What is the purpose for art in a community?

Content

Vocabulary

Tone

Cadence point

Interpretation

Expression

Balance

Blend

Learning Objectives

Perform works of varying styles with proper

Maintain eye contact with the conductor responding to direction.

Analyze repertoire selections and participate in discussions aimed at solving musical problems in the repertoire.

Perform music in front of varying audiences.

Write and discuss interpretations of emotional expression through the current repertoire.

Resources

The Alfred percussion book starts in grade 6 and grade 7/8 moves at an accelerated rate

  - Standard of Excellence Book 1 and 2 .
  - Habits of a Successful Musician (Comp band only)

- Alfred's Drum Method
- PracticalTheory (Sandy Feldsdtein)
- Modern Etudes and Studies for the Percussionist (Chris Colaneri)
- Concert and Contest (Rubank)
- Music Theory.net

Musical concepts are embedded in carefully selected repertoire.

Standards

VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.