Unit 6 - Play It Again

Content Area: **Music**
Course(s): **Band, Band Performance**
Time Period: **February**
Length: **4 weeks**
Status: **Published**

Transfer

Introduction to Spring repertoire and skill acquisition embedded in repertoire.

Enduring Understandings

Music repertoire contains both aesthetic and technical components that should perpetuate greater musicianship.

Composers use musical symbols to convey style and emotion through written notation.

Musical skills can be developed through etudes and other repertoire.

The relationship of the conductor and musician work together to create a musical product.

Essential Questions

How does repertoire address musical problem solving and develop musicianship?

How do musicians develop skills through repertoire?

How does a composer convey style and emotion with musical notation?

How does the relationship between the conductor and musician help determine a musical product?

How do musicians develop skills through repertoire?

Content

Vocabulary

Etude

Italian terms as related to performance indicators

Suite

Medley

Learning Objectives

Perform repertoire of varying styles at grade level.

Analyze repertoire aimed at identifying and solving musical problems.

Identify and perform articulations and dynamics to reveal style and emotion in music

Keep eye contact with the conductor following and responding to performance directions.

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.1.3.8.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.1.4.8.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.