# Unit 8 - Budding Artist

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

## Transfer

Becoming an Artist

## Enduring Understandings

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

Musical proficiency is characterized by the ability to perform advanced notation.

Reading basic music notation contributes to musical fluency and literacy.

## Essential Questions

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

Why is it important to be able to read music?

Why is it important to count rhythms while playing?

Why is it important to perform with technical accuracy?

Why is it important to perform with good tone quality and intonation?

## Content

## Vocabulary

Phrasing

Tone

Tension/release

Key Change

Meter Change

## Learning Objectives

Identify articulation markings, such as staccato, legato or tenuto markings.

Perform syncopated music.

Identify music containing key changes and meter changes.

Perform a musical work with correct musical phrasing.

Identify and perform rudiments.

[percussionists]

Perform a musical work with technical accuracy.

Explain how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

## 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

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| VPA.1.1.8.B.1 | Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. |
| VPA.1.1.8.B.2 | Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. |
| 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.1.4.8.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 |

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| | 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. |