Unit Ten - Be the Artist

Content Area: **Music**
Course(s): **Band, Band Performance**
Time Period: **June**
Length: **2 weeks**
Status: **Published**

Transfer

Developing Musicianship

Enduring Understandings

True artistry in a process that requires thoughtful critique to develop.

Musical art makes use of the basic elements of music.

Understanding music from a conceptual perspective allows for an informed critique of music

Essential Questions

How does an artist continue to develop his or her creative work?

How are the basic elements of music used to create an artistic statement?

How do we critique music form an artistic and conceptual point of view?

Content

Vocabulary

Critique

Feedback

Aesthetic Response

Musical Concept

Rubric

Learning Objectives

Students will critique their own performances.

Students will critique musical performances of their peers.

Students will compare and contrasts performances

Students will evaluate others' critiques

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.