Repeats, Solo/Soli/Tutti, Concert A and G

Content Area: **Instrumental Music**
Course(s): **Instrumental Music**
Time Period: **Week 12**
Length: **6 Weeks**
Status: **Published**

Unit Overview

Students will learn to demonstrate how to approach an example that contains a repeat sign. The terms solo, soli, and tutti will be introduced, and they will be applied while playing specific music examples containing these terms. The students will learn how to play the pitches of concert A and G on their respective instruments. Thestudents will be introduced to divsi and will learn how to read two instrumental parts on the same staff.

Standards

VPA.3-5.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.3-5.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.3-5.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.3-5.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Essential Questions

1) How can the knowledge of the terms repeat sign, divisi, solo, soli, and tutti apply to music beyond the classroom?

2) How can understanding the concept of concert pitch enhance a person's knowledge of other instruments?

Application of Knowledge and Skills...

Students will know that...

- 1)how to play using the repeat sign.
- 2)the difference between solo, soli, and tutti.
- 3)the fingering for Concert A.
- 4)the fingering for Concert G.
- 5)how to approach playing a song in divisi and read the correct line of the two contained on the same staff.

Students will be skilled at...

- A. demonstrate how to execute the repeat correctly.
- B. play at the correct point given the following terms within an example: solo, soli, and tutti.
- C. demonstrate playing and using the correct fingering for Concert G on their instrument.
- D. demonstrate playing and using the correct fingering for Concert A on their instruments.
- E. demonstrate playing a song that is writtin in divisi form.

Assessments

- Test for Repeat Sign, Solo/Soli, Tutti, Divisi, Concert A and G Unit Summative: Exhibition Students will be asked to play examples that incorporate the repeat sign, solo/soli, tutti, the pitches of Concert A and G, and divisi, as well as define the terms in written form. 1.1.5.B1 1.1.5.B2 1.3.5.B1 1.3.5.B4
- Divisi (Jingle Bells) Formative: Exhibition Students play "Jingle Bells" reading one of the two lines on the staff. 1.1.5.B1 1.1.5.B2 1.3.5.B1
- Pre-Assessment Diagnostic: Other oral assessments The students describe the fingering for Concert G for their respective instrument. 1.1.5.B1 1.1.5.B2
- Pre-Assessment Diagnostic: Other written assessments Students describe in written form the fingering for Concert A on their instrument. 1.1.5.B1
- Pre-Assessment Diagnostic: Other written assessments Students use prior knowledge to attempt to define repeat, solo, soli, and tutti. 1.1.5.B1
- Repeat, Solo, Soli, Tutti Performance Formative: Exhibition Students demonstrate "Song of the Fjords", "Good King Wenceslas", "Merrily We Roll Along", and "Lightly Row" from previous week's lesson. 1.1.5.B1 1.1.5.B2 1.3.5.B1 1.3.5.B4
- Repeat, Solo/Soli and Tutti Examples Formative: Exhibition Song of the Fjords, which contains the terms solo, soli, and tutti as well as a repeat sign. 1.1.5.B1 1.1.5.B2 1.3.5.B1 1.3.5.B4
- Review of Repeat, Solo/Soli, Tutti, Concert A, and Concert G Formative: Exhibition "Sweetly Sings the Donkey", "Mary Ann", and "Crusader's March" review all terms and notes in the unit except for divisi. 1.1.5.B1 1.1.5.B2 1.3.5.B1

Activities

- "Song of the Fjords", which contains solo/soli and tutti sections as well as a repeat ("Good King Wenceslas" can be substituted)

- "Merrily We Roll Along and Lightly Row" for use of the repeat
- Play through "Mary Ann Crusader's March" to review repeat, solo/soli, tutti, pitches of Concert A and G
- "Jingle Bells" to practice reading divisi

Activities to Differentiate Instruction

- Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.
- Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will be given a more challenging example to play.
- Students experiencing difficulty with divisi section will either write out the top line notes, or focus on reading the top note.

Integrated/Cross-Disciplinary Instruction

Sound production and Pitch (Science)

Note Reading (Vocal Music)

Note Values (Vocal Music, Math)

Resources

Standard of Excellence, Book 1

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