Musical Performance

Content Area: **Music**
Course(s): **Music in Education**
Time Period: **Generic Time Period**
Length: **Over-Arching**
Status: **Published**

Unit Overview

The purpose of this unit is to introduce students to the experience of preparing and presenting musical performances. The culminating events of this unit will be 2 concerts (Winter, Spring) each school year. Within this unit, students will gain the invaluable experience of creating authentic, communal musical experiences that will help develop and build a foundation for future musical performances or chosen ensembles.

Standards

1.2.1	Sing a variety of songs with expression, independently and with others.
1.2.2	Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.
1.2.5	Participate in and listen to music from a variety of cultures and times.
1.2.8	Begin to demonstrate appropriate audience skills during recordings and music performances.

Essential Questions

- What does it mean to perform for an audience?
- How do we get ready for performing in a concert?

Application of Knowledge: Students will know that...

- preparation for public performances requires a great deal of individual and group practice.
- there is a specific role for the members of the ensemble (i.e. the director and the members of the group).
- they must use honed and refined listening skills to hear and perform their prepared music.

Application of Skills: Students will be able to...

- perform multiple selections at 2 annual school concerts as members of a performing group.
- perform music of various background and various degrees of difficulty for the annual concerts.
- sing and perform music in unison parts.

Assessments

- Observable progress at Winter and Spring concerts.

Suggested Activities

- Select multiple songs that use simple melodies sung in unison.
- Choose songs that incorporate movement or percussion.
- Choose music that varies in origin, cultures, and time periods.
- Have students rehearse along with a piano or guitar on a regular basis.

Activities to Differentiate Instruction

- Arrange simplified parts for students that struggle singing.
- For students uncomfortable with performance (singing in public), assign alternative parts such as percussion accompaniments.
- For students that may excel, arrange more complex parts to accompany the class performances.

Integrated/Cross-Disciplinary Instruction

- Social Studies: experiencing and exploring music of different cultures and time periods.
- ELA: exploring new sentence structures and storytelling through song lyrics.

Resources

Feierabend, John M., 2003, **First Steps in Music for Preschool and Beyond: Teacher's Curriculum Book**; GIA Publications, Inc.