Musical Expression

Content Area: **Arts**
Course(s): **Symphonic Band**
Time Period: **Semester 1 & 2**
Length: **Full Year**
Status: **Published**

Standards

4.1	Develop, implement and model effective problem-solving, and critical thinking skills
4.2	Identify the consequences associated with one's actions in order to make constructive choices
1.3E.12prof.Pr4b	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.

Enduring Understanding

1. Facilitate the proper use of dynamics and articulation to give a piece proper phrasing.
2. Be able to play music with proper phrasing and adapt for specific tendencies in Western Classical music.
3. Acknowledge the historical and cultural stylistic differences and how to apply them to various works for ensemble.

Essential Questions

1. How does musicality affect the style of a piece?
2. What impact does phrasing have on a piece of music?
3. How does adding musical expression to a piece of music enhance its performance?

Knowledge and Skills

- Daily Use: Sound Innovations, Circle of 4ths/5ths, Grade 2 - 4 music for Symphonic Band, Instrument, Stands, Whiteboard, Musicfirst Software, Smartboard
- Perform with proper dynamics and articulation as required by a selected work.
- Develop independent understanding in treatment of expression within music.
- Develop understanding and appreciation in use of audion engineering and production.
- Understand where the "high" and "low" points are in a phrase.
- Understand basic phrasing rules and apply them in music.
- Demonstrate individual musical ability on primary instrument.
- Distinguish between proper and poor expressive techniques in music.

- Demonstrate ability to offer alternative expressive techniques within performance of music.

Resources

Instruments (personal and public school owned)

music stands

chairs

chromebooks

select pieces for ensemble (changes throughout year)

google classroom

Musicfirst software

Sound Innovations (Ensemble Method Book)

support materials for performance

Transfer Goals

1. Students will demonstrate ability to actively convey independent musical ideas through the use of synthesized thoughts.
2. Students will learn to distinguish and appreciate the following musical styles and eras: Classical, 20/21st Century, Jazz, and Multi -cultural forms.

Assessment

Assessments

Modifications

Modifications