Musical Elements

Content Area: **Arts**
Course(s): **Orchestra**
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
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3E.12prof.Re7b	Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

Enduring Understanding

1. Be able to play in at least 3 Major/Minor key signatures and properly subdivide when encountering complex rhythms leading to independent performance abilities.
2. Properly tune instrument in a broader spectrum while performing in both easy & difficult keys in order to develop aural training.
3. Personal role within the balance of the ensemble to better student as a musician.

Essential Questions

1. How does an understanding of the musical elements enrich the artistic experience?
2. What progression should be taken in order to provide a sound foundation for a musical experience?
3. How do rhythm, dynamics, tempo, and the "musical language" contribute to the development of a performance of music?

Knowledge and Skills

- Daily Use: Sound Innovations, Bowing exercises, Circle of 4ths/5ths, Grade Level 2 - 5 music for String Orchestra, Instrument, Stands, Whiteboard, Smartmusic/Musicfirst, Smartboard
- Copy style, articulations, bowings, dynamics from player to player and to personal practice technique.
- Perform a variety of both simple/complex rhythms.
- Understand role within chords and adjust pitch accordingly.

- Assess whether one is playing melody, counter-melody, or accompaniment and then balance appropriately within the ensemble.
- Develop understanding in the structure of performance/study pieces for ensemble.
- Identify characteristics within a piece of music that inform decisions in performance.
- Demonstrate ability to offer alternate musical techniques and interpretations in performance of music.
- Demonstrate care and maintenance for personal/school instrument.
- Show intergration in understanding of in class instruction with designated at home assignments.
- Range of instruments - BASS E - E2, CELLO C1 - G3; VIOLA C2 - C4; VIOLIN G2 - G5

Resources

Instruments (personal and public school owned)

music stands

chairs

chromebooks

select pieces for ensemble (changes per year)

google classroom

Musicfirst software

Sound Innovations (Ensemble Method Book)

Transfer Goals

1. Students will be able to develop abilities to rehearse/perform in an ensemble demonstrating balance and blend as it relates to the pyramid of sound, intonation and good critical listening skills.
2. Students will be able to intergrate in class and at home practice in performance abilities on assigned instrument.

Assessment

Assessments

Modifications

Modifications