

Unit 2 - Spring Concert Prep and Fundamentals of Performing

Content Area: **Unified Arts**
Course(s):
Time Period: **January**
Length: **24 Weeks**
Status: **Published**

Unit Summary

In this unit, 6th grade students will begin to show an intermediate mastery of their instrument. They will have a strong grasp of fundamental concepts developed over 4th and 5th grade years of playing, which they will be able to use to perform ensemble music written at a more challenging than Beginner level. Students should be able to finish out book 1 of their method book, and begin exercises in book 2 by the end of the year, depending on the level and practice habits of their particular lesson group. Students will also develop a higher aesthetic awareness, and recognize varying styles of music, works from different cultures, and differentiate between good and bad performance practices.

Standards

VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.1.8.B.CS1	Common, recognizable musical forms often have characteristics related to specific cultural traditions.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
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.1.2.8.A.CS3	The arts reflect cultural mores and personal aesthetics throughout the ages.
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.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
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.

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- Students will learn tempo such as largo, andante, moderato, allegro, vivace, accelerando, ritardando.
- Students will learn dynamics such as mezzo forte, mezzo piano, fortissimo, pianissimo crescendo, decrescendo, and diminuendo.
- Students will learn notes such as Bb, Eb, F, Ab, Major Scales, Chromatic Scale, notes in upper register and second octave of the instrument.
- Students will learn orchestra notes such as D, G 2 octaves and C 2 octaves major scales, and C and F naturals.
- Students will learn articulation such as legato, staccato, multiple measure slurs, and accents.
- Students will learn rhythms such as eighth rests and syncopation.
- Students will learn phrasing
- Students will learn improvisation, composition, theme, and variation.
- Students will learn form.
- Students will learn bow divisions and hooked bowing.
- Students will learn spiccato.
- Students will learn musical styles and eras.
- Students will learn slurred staccato.

Essential Questions

- What role does my instrument play within an ensemble?
- Is all sound music?
- How does creating and performing music differ from listening to music?
- What is the role of music in my life?
- How does my individual participation benefit the whole ensemble?
- How does playing an instrument allow me to express myself?
- How does my individual behavior as a performer and/or an audience member effect the musical performance?

Enduring Understandings

- Students will understand that playing an instrument fosters responsibility.
- Students will understand that participating in an ensemble builds a sense of community.
- Students will understand that music is a team sport.
- Students will understand that playing an instrument is a way to express one's self.
- Students will understand that playing an instrument enables one to communicate without words.
- Students will understand that music is everywhere.
- Students will understand that music is not music until humans bring it to life.
- Students will understand that the respectful behavior of an audience shows the appreciation and value of my hard work.

Application

- Students will be able to independently use their learning to improve sight reading capabilities.
- Students will be able to independently use their learning play with increased facility on music with a variety of rhythms, tonality, and tempo, using fundamental knowledge.
- Students will be able to independently use their learning to increase melodic awareness with improvements in phrasing, dynamics, and articulation.
- Students will be able to independently use their learning to perform on their instrument independently and in an ensemble setting.
- Students will be able to independently use their learning to follow a conductor and understand the role of their instrument in a large ensemble.
- Students will be able to independently use their learning to increase independence in performance.
- Students will be able to independently use their learning to critique and differentiate between good and poor musical practice, intonation and performance.

Skills

Students will be skilled at:

- Performing together in a large ensemble with multiple instruments and parts, Concert Band or String Orchestra, full pieces of age and skill appropriate original music and/or arrangements for these large ensembles.
- Following beat patterns indicated by a conductor, as well as interpreting the conductor's cues in relation to dynamics, tempo, performance and feel of a piece of music.
- Performing individually and in a group, using correct technique, good posture, proper articulation, and with good tone and intonation, a variety of exercises and songs.
- Playing more independently, expanding their range and skills on their instrument, and using music as a form of expression and creativity.