

Unit 2 - Spring Concert Prep and Fundamentals of Performing

Content Area: **Unified Arts**
Course(s): **Music 5**
Time Period: **January**
Length: **24 Weeks**
Status: **Published**

Unit Summary

In this unit, 5th grade students work to learn more advanced techniques on their instrument, expand their knowledge and recognition of musical terminology, including basic dynamics, variety of musical form, and basic tempo markings. Students will perform more advanced repertoire in their large ensemble groups, and improve in their ability to follow a conductor, and properly interpret music both as individuals and a full ensemble.

Standards

MU.K-12.1.3C.12nov.Cr	Creating
MU.K-12.1.3C.12nov.Cr1	Generating and conceptualizing ideas.
MU.K-12.1.3C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr2	Organizing and developing ideas.
MU.K-12.1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3	Refining and completing products.
MU.K-12.1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
MU.K-12.1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12nov.Pr	Performing
MU.K-12.1.3C.12nov.Pr4	Selecting, analyzing and interpreting work.
MU.K-12.1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re	Responding
MU.K-12.1.3C.12nov.Re7	Perceiving and analyzing products.
MU.K-12.1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
MU.K-12.1.3C.12nov.Re8	Interpreting intent and meaning.
MU.K-12.1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Re9	Applying criteria to evaluate products.
MU.K-12.1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
MU.K-12.1.3C.12nov.Cn	Connecting
MU.K-12.1.3C.12nov.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Student Learning Objectives

Students will learn:

- notes: Concert Bb, F, Eb Major Scales, as well as concert E natural, concert F# (Band)
- accidentals.
- alternate fingerings and positions.
- Da Capo al Fine.
- 8th note groupings of 4 notes.
- rhythms with half notes, quarter notes, eighth notes and rests.
- dotted quarter note, single eighth note rhythms.
- syncopation and subdivided counting.
- left hand pinky pizzicato. (Strings)
- 4th finger for notes (Strings)
- Bowed Slurs (Strings)
- dynamics f-p and p-f.
- tempo markings: Andante, Moderato, and Allegro.
- reinforcement of all content from 4th Grade Instrumental Music and the Winter Unit of 5th Grade Instrumental Music.

Essential Questions

- What role does my instrument play within an ensemble?

- 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 is a way to express one's self.
- playing an instrument enables one to communicate without words.
- music is not music until humans bring it to life.
- participating in an ensemble builds a sense of community.
- playing an instrument fosters responsibility.
- 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:

- work to improve sight reading capabilities
- play with increased facility on music with a variety of rhythms, tonality, and tempo, using fundamental knowledge.
- show increased melodic awareness, with improvements in phrasing, dynamics, and articulation.
- perform on their instrument independently, and in an ensemble setting.
- follow a conductor, and understand the role of their instrument in a large ensemble.
- create original melodies and improvise ideas
- interpret meaning in music through performance, listening and analysis

Skills

Students will be skilled at:

- Interpreting full pieces of music and performing together in a large ensemble with multiple instruments and parts, Concert Band or String Orchestra, on age and skill appropriate original music and/or arrangements for these large ensembles.
- Interpreting 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.
- Listening to performances critically, and making adjustments to improve.
- Creating original musical ideas and melodies.
- Respond to and form personal connections with music

