Unit 04: Expression in the String Ensemble

Content Area: **Music**
Course(s):
Time Period:
Length: **Ongoing**
Status: **Published**

Brief Summary of Unit

The Expression Unit will synthesize and expand upon the skills, knowledge, and concepts explored in the Rhythm, Technique and Intonation, and Tone Production units. Students will develop a greater awareness and ability to execute expressive elements such as dynamics, tempo, articulations, phrasing, rhythm, meter, and harmony in an ensemble setting. These elements will be interpreted, critiqued by students, and guided by stylistic and historical conventions through the study and performance of concert repertoire.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

1	Self-Awareness
2	Self-Management
1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
5	Relationship Skills
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
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.12acc.Pr6a	Using digital tools and resources, demonstrate technical accuracy and expressive qualities

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1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Transfer

- Describe the elements, techniques, and effects of musical expression in concert music and in other musical contexts
- Identify the aesthetic and expressive elements in music as an active listener (an audience member, a performer)
- Investigate, evaluate and critique expressive techniques as a performer
- Understand musical expression as a form of communication between performers and listeners

Essential Questions

- How do different bowing techniques, rhythms, and articulations give shape to the musical style and expressive qualities of a performance?
- How do we interpret and apply our understanding of pitch, harmony, dynamics, tempo, timbre, and style to realize musical expression?
- How do we interpret and apply the elements of rhythm, left hand technique, bow technique, and tone production in ensemble performance?
- How do we interpret and create musical expression in ensemble performance?
- How does a composer explore and apply elements of expression for musical effect?
- How does an awareness of musical expression inform an understanding of the elements involved in ensemble performance?
- How does tonality (key signature signatures, accidentals, modulation) shape musical expression?
- What are the elements and techniques that shape musical expression in music?
- What are the elements of a musical phrase?
- How do individuals choose music to experience? How does understanding the structure and context of music inform response?

- How do musicians improve the quality of their performance?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do performers select repertoire?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How does an awareness of intonation shape the ensemble musical performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Essential Understandings

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- ● A musical phrase is analogous to a sentence.
- ● An ensemble performance involves a process of interpreting the symbols of musical notation, synthesizing the appropriate compositional concepts and elements, and expressing these for musical effect.
- ● An ensemble performance produces an interpretation that is informed by stylistic practice and historical context.
- ● Compositions have a form or design which involves how individual sections of music relate to one another to form an entire composition (the relation of the part to the whole).
- ● Ensemble performance relies on a shared interpretation of the expressive elements in a piece of music.
- ● Musical expression involves communication between the conductor, the performer, and the listening audience.
- ● The composer uses elements of rhythm, pitch, tempo, harmony, dynamics, articulation, timbre, style, and phrasing to create musical expression in a composition.
- ● The foundation for musical expression relies on a strong knowledge of instrumental technique and musical concepts.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
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- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

- Technology can be applied to analyze, reflect, and evaluate performance aesthetics.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performers.

Students Will Know

- An ensemble performance interprets and expresses the stylistic and aesthetic content of the musical composition.
- An ensemble performance strives for musical expression as its goal.
- An ensemble performs expressive musical phrases.
- Instrumental technique and interpretation involves various concepts relating to left-hand technique, bow technique, tone production, and intonation.
- Instrumental technique and interpretation is the foundation for musical expression in an ensemble.
- Musical expression involves concepts of rhythm, pitch, harmony, dynamics, tempo, timbre, and style.
- Musical phrases combine together to express larger sections of the music's form and define the structure of the composition.
- The knowledge and ability to interpret musical concepts is essential for ensemble performance.
- Composers adopt musical forms to communicate stylistic conventions and genre
- Musical expression is created and performed in a social, historical, and cultural context. Personal experience influences musical expression for the composer, performers, and audience.

Students Will Be Skilled At

- Considering all of the elements of musical expression in performance (rhythm, pitch, tempo, harmony, dynamics, articulation, intonation, and style)
- Evaluating and making musical decisions with respect to expressive markings
- Identifying and interpreting musical concepts to shape an expressive ensemble performance
- Identifying melodic patterns, articulations, and bowings appropriate to the musical passage
- Interpreting elements of rhythm, left-hand technique, bow technique, and tone production to build an ensemble performance
- Interpreting the appropriate tempo for the musical style in performance
- Interpreting the dynamics and tempo markings indicated in performance (e.g., forte, mezzo forte, fortissimo, piano, mezzo piano, pianissimo, crescendo, descrescendo,ritardando, and accelerando)
- Performing musical phrases with an appropriate articulation and stylistic character. Students will effect musical expression by performing with staccato, tenuto, marcato, hooked bowing types.

Evidence/Performance Tasks

- ● Ensemble performances
- ● Individual playing tests
- ● Written aesthetic response
- Listening to performances
- Record performances for reflection and analysis

Learning Plan

- ● Apply their plan for musical expression toward the study and performance of a piece
- ● Collaborative discussion among ensemble members to explore their observations, knowledge, and ideas and devise a musical plan for the music
- ● Complete a study of a solo, chamber, or concert piece including written identification and analysis of expressive elements (e.g. form, phrasing, dynamics, articulations, bowing patterns and styles). The unit culminates with a student performance of the piece.
- ● Exercises developing the student's ability to respond to changes of musical character and expression. o Alternating between forte and piano dynamics o A crescendo followed by a descrescendo o A scale alternating between slurred and staccato articulations o Accelerando followed by a ritardando
- ● Experiment with different interpretations of a musical passage considering all expressive elements (e.g. dynamics, tempo, articulation, fingerings, contact point, etc.)
- ● Interpret and perform concert music with attention to all aspects of musical expression
- ● Listen and critique recordings of music focusing on the elements and effects of musical expression

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

- Method books and concert music repertoire
- Instrument supplies (tuners, metronome, rosin, cello straps, shoulder rests, strings, music stands)
- Technology resources (computer,, recording devices)

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

Performing Arts Accommodations & Modifications

- Musical parts can be modified as appropriate.
- Students will be paired with partners for support and interaction.
- Students will be provided notes describing the elements of music and expression.
- Students will receive preferential seating.
- Visual aids will be used.
- Tempi can be slowed or accelerated as appropriate