Unit 06: Reading and Interpreting Music for Expression and Form.

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **ongoing**
Status: **Published**

Standards

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

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.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.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.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.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.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.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.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.Re9a Identify and describe the effect of interest, experience, analysis, and context on the

evaluation of music.
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.Cn11a Demonstrate understanding of relationships between music and the other arts, other
disciplines, varied contexts, and daily life.
TECH.9.4.5.CI.1 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about
possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Brief Summary of Unit

Students will begin to develop an understanding of the expressive elements of music, i.e., dynamics, phrasing, melodic contour, and notation of these elements.

Transfer

Essential Questions

- Does music contain expressive elements that are not notated?
- How do expressive elements vary from piece to piece depending on the style of music?
- How do the expressive elements of music help the performer communicate to the audience and why is this necessary?

Essential Understandings

- expressive elements are used to convey musical ideas.
- the job of a conductor is to interpret the music. Conductors arrive at their interpretation through the study of the composer's work, compositional style, historical use of the piece of music, and through professional musicianship experiences.
- there can be many different interpretations of a piece of music.
- to perform a piece of music well, one needs to know about its form, tonalities, and harmonies.

Students Will Know

- how to interpret D.S. al Fine, Da Capo, Coda, repeats and how they related to the overall form of the piece.
- how to properly execute dynamics.
- music is organized and divided into sections, which are characterized by different qualities.
- the expressive terms and symbols used in music.

Students Will Be Skilled At

Evidence/Performance Tasks

- answer the essential questions.
- demonstrate in performance the interpretation of expressive elements.
- demonstrate understanding of and execution of dynamics playing alone in lessons and within the ensemble.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Students in Level I will be able to play piano and forte, sforzando, and crescendo and decrescendo on their instruments. Students will understand how these dynamics affect orchestral expression. Students will recognize changes in the character of the music, and will understand a repeat sign, and first and second endings.
- Students in Level II will be able to play all dynamics from pp to ff, and will be able to continually vary dynamics in performance, “hair pin” crescendo or diminuendo, 1 – 4 measure swells and subito. Students will begin to understand phrasing and melodic contour, and to demonstrate these while performing. Students will execute D.S. al Fine and D.C. al Coda.
- Students in Level III will begin to interpret music independently, recognizing and finding the musical directions without guidance. Students will be able to play all dynamics pppp to ffff, poco a poco, piu, and three or more dynamic shadings within two measures. Students will recognize different sections of music, will be able to identify meter, key signature, and tempo changes associated with each section, an will understand how to transition from one section to another, noting any caesuras.

Materials

Suggested Strategies for Modifications