

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

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

## Brief Summary of Unit

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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

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## Essential Questions

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- • 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

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- • 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

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- • 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**

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### **Evidence/Performance Tasks**

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- • 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**

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- • 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, and will understand how to transition from one section to another, noting any caesuras.

### **Materials**

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### **Suggested Strategies for Modifications**

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