Unit 03: Musical Expression

Content Area: **Music**
Course(s):
Time Period: **Trimester 3**
Length: **Ongoing; throughout the school year**
Status: **Published**

Brief Summary of Unit- Revised June 2021

In this unit, musicians will learn that expressive qualities enhance our instrumental playing and performances. Variations of tempos, dynamics, articulations, and timbre give musicians a range of options to elevate their performances. Exploring different musical forms and styles provide opportunities to recognize contrasting sections in music and assists in performing diverse repertoire. By providing musicians with sequential, developmentally-appropriate instruction in the area of musical expression, they will be able to create, perform, present, produce, respond, and connect with their instrument in a meaningful, musical way.

Standards

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

1.3C.12nov.Cr	Creating
1	Self-Awareness
1	Students will develop positive social identities based on their membership in multiple groups in society.
1.3C.12nov.Cr1	Generating and conceptualizing ideas.
2	Self-Management
1.3C.12nov.Cr2	Organizing and developing ideas.
3	Social Awareness
1.3C.12nov.Cr3	Refining and completing products.
	The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.
4	Responsible Decision-Making
1.3C.12nov.Pr	Performing
	Data can be organized, displayed, and presented to highlight relationships.
5	Relationship Skills
1.3C.12nov.Pr4	Selecting, analyzing and interpreting work.
	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.
1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.3C.12nov.Pr6	Conveying meaning through art.
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
AC.3-5.16	I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.
1.3C.12nov.Re	Responding
1.3C.12nov.Re7	Perceiving and analyzing products.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.3C.12nov.Re8	Interpreting intent and meaning.
AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.
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).
1.3C.12nov.Re9	Applying criteria to evaluate products.
	Societal needs and wants determine which new tools are developed to address real-world problems.
	A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
1.3C.12nov.Cn	Connecting
1.3C.12nov.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12nov.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

SEL Competency Connections for Beginning Instrumental Music

Beginning instrumental music instruction inherently fosters the growth of the five social and emotional learning (SEL) competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making). Throughout the course of study, these SEL competencies are addressed in a tacit way; allowing for the organic development of individualized student growth. While the primary goal is to deliver beginning band instruction, clear connections to SEL enhance the overall outcomes of student learning.

Below, you will find a list of applicable competencies from the Arts Education and Social and Emotional Learning (SEL) Framework that complement the artistic processes found in the 2020 New Jersey Student Learning Standards for the Visual and Performing Arts.

Self-Awareness

01: Recognize one’s feelings and thoughts

02: Recognize the impact of one’s feelings and thoughts on one’s own behavior

03: Recognize one’s personal traits, strengths and limitations

04: Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

05: Understand and practice strategies for managing one's own emotions, thoughts and behaviors

06: Recognize the skills needed to establish and achieve personal and educational goals

07: Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

08: Recognize and identify the thoughts, feelings and perspectives of others

09: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

10: Demonstrate an understanding of the need for mutual respect when viewpoints differ

11: Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

12: Establish and maintain healthy relationships

13: Utilize positive communication and social skills to interact effectively with others

14: Identify ways to resist inappropriate social pressure

15: Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive way

16: Identify who, when, where, or how to seek help for oneself or others when needed

Responsible Decision-Making

17: Develop, implement and model effective problem solving and critical thinking skills

18: Identify the consequences associated with one's actions in order to make constructive choices

19: Evaluate personal, ethical, safety and civic impact of decisions

Essential Questions

Which elements of music are used to add expressive qualities to performance?

How does musical expression support the style of a specific piece of music?

How does musical expression change a performance?

How do variations in dynamics or tempo affect the sound of the music we make?

How can the use of different band instruments enhance our performance?

How can the use of visual and aural clues help determine the structure of a piece of music?

What are dynamics?

What is tempo?

What is instrumental articulation?

What is musical form?

What is timbre?

What is the relationship between style and articulation in a piece of music?

What role does each instrumental timbre play within the context of a band ensemble?

Which idiomatic instrumental skills/techniques are needed to produce different aspects of musical expression?

Enduring Understandings

Musical expression is a fundamental element of music.

Dynamics indicate the volume of a piece of music.

Tempos indicate the speed of a piece of music.

Instrumental articulations change the sound and style of a piece of music.

Musical form dictates the structure of a piece of music.

Each band instrument produces a different timbre.

Changes in dynamics, tempos, instrumental articulation, musical form, and timbre can affect how a musician performs a piece of music.

Objectives - Students Will Know

Students will know that dynamics, tempos, instrumental articulations, musical form, and timbre are different types of musical expression.

Students will know that dynamics can be loud and/or quiet.

Students will know that tempos can be fast and/or slow.

Students will know that instrumental articulations dictate a change in performance technique.

Students will know that the structure of a piece of music is known as musical form.

Students will know that changes in musical form affect the performance of a piece of music.

Students will know that instrument timbres affect the sound of an ensemble.

Students will know that dynamic, tempo, and instrumental articulation markings are found on a piece of music.

Objectives - Students Will Be Skilled At

Students will be skilled at identifying and performing foundational dynamic markings on a piece of music.

Students will be skilled at identifying and performing foundational tempo markings on a piece of music.

Students will be skilled at identifying and performing foundational instrumental articulation markings on a piece of music.

Students will be skilled at identifying and performing foundational musical forms.

Students will be skilled at recognizing and identifying different beginning band instrument timbres.

Students will be skilled at describing and manipulating idiomatic instrumental technique in order to perform differences in foundational dynamics, tempos, articulations, and musical forms.

Learning Plan

Present and discuss the essential questions, making connections to these questions throughout the unit.

Experience dynamics, tempos, instrumental articulations, musical form, and timbre through teacher

performance.

Echo different types of musical expression on band instruments.

Identify, read, and perform foundational dynamics, tempos, articulations, and musical forms on band instruments.

Identify and perform contrasting types of musical expression within the context of a piece of music.

Through the lens of musical expression, develop an idiomatic foundation with regard to instrument technique, embouchure/mallet position, breath technique, and body posture.

Identify and perform foundational musical expression markings.

Utilize resources provided by the teacher to assist with band instrument performance.

Experience and identify the musical impact of contrasting types of musical expressions.

Perform foundational instrumental articulations with accurate finger/slide/mallet position.

Identify the relationship between musical form and style.

Assessment

Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the artistic processes of creating, performing, presenting, producing, connecting, and responding. The assessment list below can be used as a starting point and is intended to be customized by each teacher.

Formative

Student response

Ongoing discussion of essential questions and enduring understandings

Student discussion, aural/visual identification and performance of

- Dynamics
- Tempos
- Instrumental articulations
- Musical forms
- Timbre

Teacher visual observation of student performance:

- Hand/finger/mallet position (ready position, fingering positions)
- Embouchure position
- Instrumental posture
- Breath technique
- Instrument assembly/disassembly
- Instrumental articulations

Teacher aural observation of student performance:

- Pitch production
- Breath technique
- Intonation
- Embouchure
- Instrumental articulations

Various exit tasks

Turn and talk (partner and small group).

Student self-assessment

Peer teaching

Summative

Various exit tasks

Differentiated/individualized performance assessments:

- Song “tests”
- Band karate
- Video/Audio performance submissions

Full ensemble performance assessments:

- Winter Concert
- Spring Concert
- Miscellaneous performances throughout the year

Benchmark

Group recording analysis of comparable student performance

Alternative

Self analysis of personal “best” performance

All of the above assessments will have the following grade-level competency expectations:

First Year Musician (4th Grade) - with limited guidance

Second Year Musician (5th Grade) - independently

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.

Beginning Band Instruments

- Flute
- Bb Clarinet
- Alto Saxophone
- Trumpet
- Trombone
- Baritone Horn

Percussion

- Bell Kit w/ Stand
- Snare Drum/Practice Pad w/ Stand
- Bass Drum w/ Stand
- Suspended Cymbal w/ Stand
- School owned Marimba, Xylophones, Glockenspiel, Vibraphone
- Triangle
- Chimes
- Tambourine
- Maracas
- Cowbell
- Claves
- Sleigh Bells

Cleaning/Maintenance Supplies:

- Valve Oil
- Slide Oil
- Cork Grease
- Reeds
- Cleaning Swabs
- Cleaning Rods

- Bell Covers
- Mouthpiece Cleaner
- Mouthpiece Brush

Electronic/Technology Materials

- Piano
- Metronome
- Computer
- Smartboard
- Speaker

Instructional Supplies

- Method Books (negotiated and provided by rental company)
- Various Sheet Music
- Other instructional texts/books

Classroom Supplies

- Music Stands
- Chairs
- White board
- Dry Erase Markers/Erasers
- Pencils
- Folders

Integrated Accommodations and Modifications

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

Performing Arts Accommodations & Modifications