

Expression: Reading and Interpreting Music Copied from: Tenor Bass Chorus Grade 9-12 (Formerly Men's Chorus), Copied on: 11/30/23

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **65 Days**
Status: **Published**

Brief Unit Of Summary

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

Individual and communal creative expression is inherent in music-making. Students will develop an understanding of the ways composers, musicians, and performers can shape the elements of dynamics, phrasing, harmonic structure, and melodic contour. Students will also understand basic musical forms.

Revised August 2019

| | |
|---------------------------|---|
| MU.9-12.1.3B.12prof.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| MU.9-12.1.3B.12prof.Cn10a | Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. |
| MU.9-12.1.3B.12prof.Cn11a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. |
| MU.9-12.1.3C.12prof.Cr1 | Generating and conceptualizing ideas. |
| MU.9-12.1.3C.12prof.Cr2 | Organizing and developing ideas. |
| MU.9-12.1.3C.12prof.Cr3 | Refining and completing products. |
| MU.9-12.1.3C.12prof.Pr4 | Selecting, analyzing and interpreting work. |
| MU.9-12.1.3C.12prof.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| MU.9-12.1.3C.12prof.Pr6 | Conveying meaning through art. |
| MU.9-12.1.3C.12prof.Re7 | Perceiving and analyzing products. |
| MU.9-12.1.3C.12prof.Re8 | Interpreting intent and meaning. |
| MU.9-12.1.3C.12prof.Re9 | Applying criteria to evaluate products. |
| MU.9-12.1.3C.12prof.Cr1a | Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal. |
| MU.9-12.1.3C.12prof.Cr2a | Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. |
| MU.9-12.1.3C.12prof.Cr3a | Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. |

| | |
|--------------------------|--|
| MU.9-12.1.3C.12prof.Cr3b | Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes. |
| MU.9-12.1.3C.12prof.Pr4a | Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. |
| MU.9-12.1.3C.12prof.Pr4b | Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. |
| MU.9-12.1.3C.12prof.Pr4c | Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. |
| MU.9-12.1.3C.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. |
| MU.9-12.1.3C.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. |
| MU.9-12.1.3C.12prof.Pr6b | Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. |
| MU.9-12.1.3C.12prof.Re7a | Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. |
| MU.9-12.1.3C.12prof.Re7b | Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music. |
| MU.9-12.1.3C.12prof.Re8a | Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research. |
| MU.9-12.1.3C.12prof.Re9a | Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. |

Essential Questions

- How is music an expressive medium?
- Why are dynamics, articulations, and other expressive elements important in musical performance?
- How can I be an expressive musician, both individually and within the ensemble?
- Why does a composer add dynamics, articulations, and other dynamic markings to his music?
- What role does the whole ensemble play in interpreting the music? What role does the conductor play?
- How can the whole ensemble benefit from discussion and experimentation with dynamic, articulation, and phrasing?
- How does understanding the form of a musical piece enhance the performer's and the listener's experience?

Students Will Know/Be Skilled At

- The terms and symbols which denote dynamic, articulation, and other expressive elements.
- How to interpret and execute dynamics and articulations found in the musical score.
- How to independently recognize and shape musical phrases.
- How to interpret and execute D.S. al fine, Da Capo, Coda, and repeats.

- How to describe the texture and color of the music being performed.
- How to sing the same melody in numerous different ways, using different forms of musical expression.
- How to judge the appropriateness of a dynamic or articulation within the context of a musical phrase or work.
- To perform a piece of music well, one should understand its basic form and structure.
- The expressive elements of music can be used to convey both musical and nonmusical ideas.
- There can be many interpretations of a piece of music.
- It is the job of the conductor and the entire ensemble to interpret a piece of music using the information on the score, given by the composer, and outside information gleaned from research and experience.

Learning Plan

- Students and teacher discuss and review the terms and symbols associated with dynamic, articulation, and phrasing. Students keep a list in their folders.
- Students and teacher experience, identify, and discuss dynamics, articulations, and phrasings from within the choral repertoire and from various recorded examples.
- Students and teacher engage in kinesthetic activities which relate to dynamics, articulation and phrasing.
- Teacher isolates areas in choral repertoire which can be performed numerous ways. Students experiment with different dynamics, articulation and phrasing until they find the best choice for the piece.
- Students identify contrasting sections and basic musical forms in choral repertoire and various recorded examples.
- Teacher facilitates further student exploration of unique means of expression in musical performance.
- Students write a short final composition, demonstrating their understanding of musical expression. The students will be required to appropriately use dynamic, articulation, and/or phrasing notation within their composition. The composition will be performed or the class so it may be critiqued in the effective use and execution of musical expressive elements.

Evidence/Performance Tasks

- Perform appropriate dynamics, articulation, and phrasing as a class and individually.
- Evaluate the appropriateness of certain expressive elements within the context of a piece of music being studied in class, through experimentation and trial and error.
- Identify basic musical forms within choral repertoire.
- Write responses to written prompts about musical pieces from the choral repertoire. They may be asked to compare two pieces, or describe the expressive qualities about a specific piece.
- Correctly interpret conducting gestures performed by the teacher during rehearsals and performances.

Materials

- Varied and diverse repertoire
- The Jenson Sight Singing Course Volume 1
- Worksheets utilized from Music Theory textbooks or designed by Teacher
- Manuscript Journals

Suggested Strategies for Modifications

Tenor Bass Choir [Accommodations](#)