# Unit 3: Musical Expression

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **30/45 Days**
Status: **Published**

## Brief Summary of Unit- Revised June 2021

In this unit, intermediate musicians will continue to learn that expressive qualities enhance our instrumental playing and performances. Variations of tempi, dynamics, articulations, form, style 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

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.

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| 1 | Self-Awareness |
| 1 | Students will develop positive social identities based on their membership in multiple groups in society. |
| 1.3C.12int.Cr1 | Generating and conceptualizing ideas. |
| 2 | Self-Management |
| 1.3C.12int.Cr1a | Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. |
| 1.3C.12int.Cr2 | Organizing and developing ideas. |
| 3 | Social Awareness |
| 1.3C.12int.Cr2a | Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. |
| 1.3C.12int.Cr3 | Refining and completing products. |
| 4 | Responsible Decision-Making |
| 1.3C.12int.Cr3a | Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria. |

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| 1.3C.12int.Cr3b | Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal. |
| 1.3C.12int.Pr4 | Selecting, analyzing and interpreting work. |
| 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.12int.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| 1.3C.12int.Pr5a | Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. |
| 1.3C.12int.Pr6 | Conveying meaning through art. |
| 1.3C.12int.Pr6a | Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. |
| 1.3C.12int.Pr6b | Demonstrate an understanding of the context of the music through prepared and improvised performances. |
| 1.3C.12int.Re7 | Perceiving and analyzing products. |
| 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.Re8 | Interpreting intent and meaning. |
| 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.Re9 | Applying criteria to evaluate products. |
| 1.3C.12int.Re9a | Explain the influence of experiences, analysis and context on interest in and evaluation of music. |
| 1.3C.12int.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 1.3C.12int.Cn10a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |
| 1.3C.12int.Cn11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. |
| 1.3C.12int.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

## SEL Competencies Connections for Instrumental Music

SEL Competency Connections for Intermediate Instrumental Music

Intermediate 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.

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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

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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?

How can personal artistic interpretation be infused into one's own playing?

What is the conductor's role in interpreting expressive elements of music?

How does the structure of a piece impact the overall performance?

## Enduring Understandings

**Students will understand that…**

Musical expression is a fundamental element of music.

Dynamics indicate the volume of a piece of music.

Tempo indicates 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, tempi, instrumental articulation, musical form, and timbre can affect how a musician performs a piece of music.

Musicians interpret music differently.

Dynamics and expression are relative to personal interpretation.

Different pieces of music are constructed within similar stylistic formats.

## Objectives

Students will know that…

Dynamics, tempo, instrumental articulations, musical form, and timbre are different types of musical expression.

Dynamics consist of a 6+ tiered spectrum of volume

Tempos can vary within repertoire and fluctuate within the same piece

Various articulations are achieved through different techniques.

The structure of a piece of music is known as musical form.

Changes in musical form affect the performance of a piece of music.

Instrument timbres affect the sound of an ensemble.

Breathing and phrasing as an ensemble affects the overall musicality of an ensemble.

A conductor portrays expression through various gestures.

## Objectives

Students will be skilled at…

Identifying, defining, and performing dynamic markings on a piece of music.

Identifying, defining, and performing tempo markings on a piece of music.

Identifying, defining, and performing instrumental articulation markings (slur, accent, tenuto, staccato).

Identifying, defining, and performing musical forms. (repeat sign, D.S, D.C, coda/fine, fermata, G.P.).

Describing and manipulating idiomatic instrumental technique in order to perform differences in dynamics, tempos, articulations, and musical forms.

Interpreting style based on history of the piece.

Shaping a melody based on written notation.

Comparing and contrasting the aesthetic response of multiple performances of the same literature.

## Learning Plan

The teacher will develop strategies in daily learning plans to promote student independence and understanding through the following activities/concepts:

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.

Identify, read, and perform 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.

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

Phrasing/breathing as one

Conducting exercises to focus and watch the conductor

Singing/humming expressive notation

Gradual dynamic and tempo “watching” exercises

Articulation exercises

Sight-reading

Chorales and etudes

Ensemble music

Chamber music

Listening excerpts/exercises

Critical listening

Aesthetic response

Peer lead help/critique

Live/Recorded Assessment

## Evidence/ Performing Tasks

**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:**

Tempos

Dynamics

Musical forms

Articulation

Conducting expressive gestures

**Teacher visual observation of student performance:**

Hand/finger/mallet position (ready position, fingering positions)

Embouchure position

Instrumental posture

Breath technique/phrasing

**Teacher aural observation of student performance:**

Pitch production

Breath technique/phrasing

Developing intonation skills

Embouchure

Articulation

Various exit tasks

Music theory apps/games

Turn and talk (partner and small group).

Student self-assessment (self/group correction)

Peer teaching

Listening examples with reflection

**Summative**

Various exit tasks

**Differentiated/individualized performance assessments**

Song “tests”

Video/Audio performance submissions

**Full ensemble performance assessments**

Winter Concert

Spring Concert

Miscellaneous performances throughout the year

**Benchmark**

Group recording analysis/critique of comparable student performance

**Alternative**

Self analysis of personal “best” performance

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

6th Grade - with assistance

7th Grade - with limited assistance

8th 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.

Intermediate Band Instruments

- Flute
- Oboe
- Bassoon
- Bb Clarinet
- Bass Clarinet
- Alto Saxophone
- Tenor Saxophone
- Bari Saxophone
- Trumpet
- Trombone
- Baritone Horn
- Tuba
- Percussion
  - Snare Drum w/ stand
  - Bass Drum w/ Stand
  - Suspended Cymbal w/ Stand
  - School owned Marimba, Xylophones, Glockenspiel, Vibraphone, Orchestral Chimes
  - Timpani
  - Traps/Auxiliary

Cleaning/Maintenance Supplies:

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

Cleaning Rods

Bell Covers

Mouthpiece Cleaner

Mouthpiece Brush

Electronic/Technology Materials

Piano

Tuner/Metronome

Computer w /speakers

Smartboard

Tuner/Metronome

Tonal Energy/Staff Wars App

Instructional Supplies

Method Books

Various Sheet Music

Other instructional texts/books

Classroom Supplies

Music Stands

Chairs

White board

Dry Erase Markers/Erasers

Pencils

Folders

Suggested Strategies for Modification

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

Performing Arts Accommodations & Modifications