

Unit 02: Marching: Visual Copied from: Concert Band/Marching Band, Copied on: 01/18/24

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

Brief Summary of Unit

Students will achieve the visual component that compliments musical expression in the marching idiom. This component is predicated on the basis of individual and ensemble achievement on the marching field. Emphasis is placed on visual technique, visual effect, body presentation, and unified character.

Standards

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

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.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.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.

Transfer

Essential Questions

- How does a marching ensemble coordinate music and motion?
- How does a performer communicate emotion and character in a marching ensemble?
- How does an audience member interpret uniform movement?
- What physical demands are expected of a performer during a marching band show?

Essential Understandings

- 1. Visual technique is as communicative to an audience member as music.
- 2. Proper foot and body technique are essential to a successful performance.
- 3. Individuals must be responsible to correct phasing that happens with regard to foot technique.
- 4. Individuals are responsible for dressing and covering rank and file.

Students Will Know

- 1. How to execute forward and backward movements, laterally slide left and right, perform a stop-and-go, how to achieve soft and hard pivots, marching in step, and execute show-specific techniques such as Big Ten chair lifts, the Brooklyn Dap, Horn Pops, body visuals, etc.
- 2. How to maintain a steady pulse and related that to marching with left foot orientation.
- 3. How to correct ensemble phasing that occurs within their section and the ensemble.
- 4. How to “dress” and “cover,” ranks and files.
- 5. How to read drill charts and put them into motion.
- 6. How to rehearse “set-to-set.”
- 7. How to execute a broad array of audible commands given by a drum major or the director.
- 8. How to assume the role of a character in a marching production and how to communicate that character to an audience.

Students Will Be Skilled At

Evidence/Performance Tasks

- Students are formally evaluated during individual and section marching tests that involve preparedness, execution, and a sustained commitment to visual technique.

- Students are regularly evaluated on their progress with regards to marching ensemble visual technique through daily rehearsals and weekly performances during the fall and spring seasons.

Learning Plan

- Level 2: The student becomes comfortable performing at outdoor venues and performing while in motion. Musical considerations become engrained enough to shift the focus away from performing from start to finish and eventually end up at “peaking” a visual performance. The student understands that the visual presentation of a marching show allows the performer to communicate with an audience in new and exciting ways that the concert setting is not conducive to and therefore concerns them with entertaining through visual expression and the broad kinesthetic opportunities that are available to marching ensembles.
- Note: Note: The teaching sequence for marching visual performance begins in grade eight and is outlined in the curriculum for eighth grade instrumental music (Halpern/Spatz/Murphy '06). Level two is a continuation of that sequence and is referred to below.
- The students explore the subtle differences in individual technique and demand on the marching field.
- The students participate in summer band camp rehearsals, rehearsals during the school day, and an assortment of performances.
- The teacher explains audible commands and the appropriate visual response for each instrument.
- The teacher explains visual responsibilities such as dress and cover, marching in step, ensemble pulse, phasing, forward and backward movement, lateral slides, stop-and-goes, hard and soft pivots, and how to execute show-specific techniques such as Big Ten chair lifts, the Brooklyn Dap, Horn Pops, body visuals, etc.
- The teacher prepares a fall marching production that includes a warm-up program and field show.

Materials

- CHS Concert/Marching Band Textbook (current year)
- Fall Marching Band Production (current year)
- Stretch Routine
- Supplementary Materials (i.e., video)

Suggested Strategies for Modifications
