

Unit 03: Marching: General Effect 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

The students will understand, participate, and explore the overall presentation of a fall marching show and spring parade program in reference to the viewing audience. This component is predicated on the basis of individual and ensemble achievement on the marching field. Emphasis is placed on musical proficiency, visual achievement, and performer-to-audience communication, the presentation of climaxes and impacts, program coordination, ensemble control and execution, the balance of music and visual presentation, drill coordination and execution, color guard interaction and execution, and color guard presentation.

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.

Transfer

Essential Questions

- How does a marching ensemble achieve its greatest level of general effect?
- How does a marching ensemble interact with its audience?
- What elements, besides music and band-proper motion, contribute a successful marching band presentation?

Essential Understandings

- 1. The general effect of a show involves the precise communication and execution of winds, percussion, and color guard units.
- 2. It is the performer's responsibility to assume the role of a character during rehearsals and performances.
- 3. Visual effect involves foot and body work, drill, and color guard movement.
- 4. Music is the unifying element of general effect.
- 5. Audience interaction is paramount to a successful performance.

Students Will Know

- 1. How to achieve musical and visual peaks, impacts, and climaxes.
- 2. Where to execute specific visual techniques that enhance the musical performance (i.e. body visuals & horn pops).
- 3. How to utilize their body movements to achieve the desired drill impact.
- 4. How to interact with and support the color guard's communication with an audience.
- 5. How to maintain upper and lower body control.
- 6. How to work together to create meaningful performances for large audiences.

Students Will Be Skilled At

Evidence/Performance Tasks

- Students are formally evaluated during individual and section music and visual tests that involve memorization, prepared study, execution, and a sustained commitment to visual technique and musicianship.
- Students are regularly evaluated on their progress with regards to marching general effect through daily rehearsals and weekly performances in the fall and spring seasons.
- Through the process of written critique, students will identify and discuss the elements of observed performances (video taped shows).

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 musical performance. The student understands that they are able to achieve the same communication with an audience in the marching idiom as in the concert setting and concerns themselves with entertaining through musical expression and the broad kinesthetic opportunities that are available to marching ensembles.

- Note: Note: The teaching sequence for marching effect 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 and its affect of ensemble communication.
- 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. These concepts are related to achievement and entertainment values.
- The teacher explains listening responsibilities, issues of phasing, acoustical accommodations, ensemble balance and blend, and climaxes and impacts as the season progresses and the focus of the show turns to achievement. These concepts are related to achievement and entertainment values.
- The teacher explains visual responsibilities such as dress and cover, marching in step, ensemble pulse, phasing, forward and backward movement, lateral slides, stop-and-gos, 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. These concepts are related to achievement and entertainment values.
- The teacher prepares a fall marching production that includes a warm-up program and field show.
- The teacher relates musical concepts to the classroom and concert stage and further explains the audiences' experience.
- The teacher relates musical performance and visual execution to the audience experience.

Materials

- CHS Concert/Marching Band Textbook (current year),
- Fall Marching Band Production (current year)
- Fall Warm-Up Book & Chord Progressions
- Supplementary Materials (i.e. Audio Recordings, Video, etc)

Suggested Strategies for Modifications
