

# Unit 2: Musical Expression

Content Area: **Music**  
Course(s): **Concert Band, Concert Band (3 day)**  
Time Period: **2nd Marking Period**  
Length: **8 Weeks**  
Status: **Published**

## Unit Overview

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Students will understand how to properly apply articulation, dynamics, and phrasing to a variety of music from different genres and styles. Students will utilize their knowledge of the elements in the deconstruction and performance of grade appropriate band literature from diverse cultural contexts. Students will develop intuitive musical expression to a variety of band literature using historical significance, cultural context, and originality as criteria for one's own interpretation.

## Transfer

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Students will be able to independently use their learning to...

- Synthesize knowledge of the elements of music in a performance of musical compositions from diverse cultures.
- Use contextual clues to differentiate between unique and common properties.
- Develop informed personal responses to a variety of works using historical significance, cultural context, and originality as criteria.

## Meaning

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## Understandings

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Students will understand that...

- Dynamics and articulation effect phrasing.
- Proper phrasing produces a higher level of musical expression.
- Historical and cultural stylistic differences exist in band literature.

## **Essential Questions**

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Students will keep considering...

- How does musicality affect the style of a piece?
- What impact does phrasing have on a piece of music?
- How does adding musical expression to a piece of music enhance its performance?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- How to perform with proper dynamics and articulation.
- Where the high and low points in a phrase are and use dynamics accordingly.
- Basic phrasing rules and apply them in music.
- Musical styles of different cultures and historical eras.

### **Students will be skilled at...**

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Students will be skilled at...

- Performing with proper dynamics and articulation.
- Performing the high and low points in a phrase by using dynamics accordingly.
- Performing basic phrasing within the music.
- Identifying musical styles of different cultures and historical eras.

## **Academic Vocabulary**

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- Dynamics
- Articulation
- Phrasing
- Expression
- Genre
- Style

## **Learning Goal**

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Nuture creativity through musical expression by eliciting aesthetic and intellectual responses.

VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

## **Target 1-- Level 1 Retrieval**

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SWBAT identify dynamics and articulation within a piece of music.

VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
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## **Target 2-- Level 2 Comprehension**

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SWBAT perform the high and low points in a phrase by using dynamics accordingly.

VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
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## **Target 3-- Level 3 Analysis**

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SWBAT compare and contrast musical styles of different cultures and historical eras.

VPA.1.4.12.A.1

Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

### **Target 4-- Level 4 Knowledge Utilization**

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SWBAT develop informed personal responses to a variety of works using historical significance, cultural context, and originality as criteria.

VPA.1.4.12.A.3

Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

### **Summative Assessment**

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-Benchmark Exam

-Performance assessment (individual & group)

-Written tests

### **Formative Assessment and Performance Opportunities**

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-Individual performance

-Ensemble performance

-Self-critique

-Written assessments

-Study and analysis of professional musician and ensembles through audio/video examples.

### **21st Century Life and Careers**

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CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Differentiation / Enrichment**

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### **Differentiation**

- Strategic seating for reduced distraction, enabling better lesson focus.
- Small-group, teacher-monitored learning activities.

### **Enrichment**

- Expand and extend concepts and ideas.
- Students will be provided with additional resources on relative topics.
- Provide students with supplemental resources to expand knowledge base.
- Create experiences for deeper learning.

## **Unit Resources**

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- Foundations for Superior Performance
- Essential Musicianship
- Appropriate individual and ensemble repertoire
- Audio/video examples
- Written tests
- Tuner
- Metronome
- Harmony Director Keyboard

