

# 2025 Unit 5: Expressive Language and Interpretation: Mastering Musical Terminology, Dynamics, and Articulation Copied from: Advanced Instrumental, Copied on: 08/04/25

Content Area: **Template**

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## **Expressive Language and Interpretation: Mastering Musical Terminology, Dynamics, and Articulation**

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This unit deepens students' mastery of musical language and expressive markings to enhance their analysis, interpretation, and performance across varied repertoire. Students will develop precise understanding and application of musical terminology, with a focus on articulation, dynamics, and tempo indications—primarily rooted in Italian tradition—and their cultural and expressive significance. Emphasis is placed on recognizing and performing with accurate articulation and dynamic changes to shape musical phrasing and emotional impact. Additionally, students will expand their knowledge of instrument anatomy, maintenance, and repair, understanding how proper care influences sound quality and performance readiness. Through analysis, discussion, and hands-on practice, students will strengthen their ability to communicate nuanced musical ideas clearly and perform with stylistic authenticity.

## **Learning Objectives**

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- Students will accurately demonstrate and identify dynamic markings and signs indicating expected levels or changes, analyzing their impact on musical expression and interpretation.
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- Students will accurately demonstrate and identify note articulation and interpret musical signs or markings, analyzing how these directions influence phrasing, expression, and the flow of performance.
- Students will accurately demonstrate and identify tempo markings and traditional musical vocabulary—primarily Italian terms—that indicate specific, relative, or changing tempos, analyzing their cultural origins and expressive implications in performance.
- Students will accurately identify instruments, their key components, and the tools required for maintenance and repair, analyzing how proper care supports optimal performance and sound quality.
- Students will continue to apply in-depth knowledge of the language and nomenclature of music, demonstrating precise use of terminology to enhance communication, analysis, and interpretation.

## **Essential Skills**

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- Accurately identify and define a broad range of musical terms and nomenclature.
- Analyze how articulation influences phrasing and musical expression.

- Analyze how instrument condition affects tone quality and performance capability.
- Analyze musical scores for articulation, dynamics, and tempo markings.
- Apply tempo indications effectively in performance and rehearsal.
- Collaborate effectively in ensemble settings applying expressive markings.
- Communicate nuanced musical ideas clearly through verbal and written means.
- Compare stylistic uses of articulation and dynamics across different genres and periods.
- Demonstrate proper care procedures for their primary instrument.
- Discuss the impact of dynamics on emotional and stylistic interpretation.
- Execute dynamic changes accurately and expressively in performance.
- Explain the cultural origins and expressive meanings of traditional Italian tempo terms.
- Identify common orchestral and band instruments and their key components
- Identify dynamic markings (e.g., p, f, crescendo, decrescendo) and their indications.
- Identify tempo markings including specific, relative, and changing tempos.
- Interpret performance directions to shape musical phrasing and flow.
- Perform music with stylistically appropriate articulation and dynamic contrast.
- Recognize and perform various articulation markings (e.g., staccato, legato, accents).
- Recognize tools and techniques for instrument maintenance and repair.
- Reflect critically on the role of musical language in personal performance growth.
- Transcribe articulation and dynamic markings correctly in notation.
- Understand the function of major instrument parts in sound production.
- Use musical terminology precisely in oral and written analysis and interpretation.
- Use musical vocabulary accurately when describing performances and compositions.
- Use technology to explore and annotate expressive musical markings.

## Standards

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MU.9-12.1.3B.12adv.Cr1a	Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
MU.9-12.1.3B.12adv.Cr2a	Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.
MU.9-12.1.3B.12adv.Cr2b	Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
MU.9-12.1.3D.12adv.Cr3a	Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
MU.9-12.1.3E.12adv.Cr3a	Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.
MU.9-12.1.3D.12adv.Cr3b	Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
MU.9-12.1.3E.12adv.Cr3b	Share a portfolio of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.

MU.9-12.1.3B.12adv.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.
MU.9-12.1.3B.12adv.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent.
MU.9-12.1.3B.12adv.Pr5a	Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.
MU.9-12.1.3B.12adv.Pr5b	Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style and historical/cultural context of the works.
MU.9-12.1.3B.12adv.Pr5c	Identify, compare and implement strategies for improving the technical and expressive aspects of multiple contrasting works.
MU.9-12.1.3B.12adv.Pr6a	Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
MU.9-12.1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
MU.9-12.1.3D.12adv.Re7b	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.
MU.9-12.1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
MU.9-12.1.3B.12adv.Re7a	Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
MU.9-12.1.3B.12adv.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **Instructional Tasks/Activities**

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- Articulation Practice
- Cultural Context Research
- Dynamic Marking Workshops
- Ensemble Rehearsal Focus
- Instrument Maintenance Demonstrations
- Instrument Parts Identification
- Listening and Analysis
- Notation Transcription
- Peer Performance Feedback
- Reflective Journaling
- Role-Playing
- Score Annotation

- Technology-Enhanced Annotation
- Tempo Exploration
- Terminology Flashcards

## **Assessment Procedure**

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- classwork/homework
- discussions
- Instrument Maintenance Practical
- Listening Analysis Assignment
- participation in performance
- peer observation
- Performance Evaluation
- Score Annotation Test
- Teacher observation
- Terminology Identification Quiz
- tests/quizzes

## **Recommended Technology Activities**

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- Chromebook
- Collaborative Notation Platforms
- Digital Score Annotation
- Ear Training Software
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Interactive Terminology Apps
- Kahoot
- Listening Platforms
- MagicSchool AI
- Metronome and Conducting Apps
- Notation Software
- Other- Specified in Lesson
- Quiziz
- Recording and Playback
- Screencastify
- Virtual Instrument Care Tutorials

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline

- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Resources**

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- handouts
- Google Classroom
- instruments
- Music Theory texts
- MusicFirst,
- Noteflight
- screen recordings
- SoundTrap
- The internet
- Tonesavvy
- virtual instruments
- whiteboard