Dec. Orchestra 6-8

Content Area: **Music**
Course(s):
Time Period: **December**
Length: **4-6 Weeks**
Status: **Published**

Unit Overview

Creating □ Connecting □ Performing □ Responding

A. Knowledge and skills that increase aesthetic awareness in music.
1.1.8.B.CS2

B. Refine perceptual, physical and technical skills 1.3.8.B.2 ; 1.4.8.A.CS3; 1.3.8.B.CS3

Enduring Understandings

Music is nade up of complex rhythms and sounds.

Playing music requires dedication and practice.

Essential Questions

What techniques and skills must a musician acquire to enhance thier musical abilities?

Instructional Strategies & Learning Activities

A. **Describe** the sound of their instrument. What is easy or difficult about playing the student's specific instrument.

•**Record** materials and practice time in a journal (lesson book).
•Posture, no talking, being on time.
•Being prepared- instrument, music
•Paying attention, no gum chewing

B. Rhythms-identify
•up and down beat
•Whole note/whole rest

•Half note/half rest
•Quarter note/quarter rest
•Dotted half note
•Eighth notes/rests
•Tied notes
•Sixteenth notes/rests
•Hand position
•Concert D, G scales

Dynamics
•Fortissimo
•Pianissimo
•Crescendo
•Decrescendo

Tempo
•Pulse
•Allegro
•Moderato
•Andante
•Fermata
•Ritardando
•Moderato
•Andante

Perform regular exercises to build physical strength and performance skills and dexterity on instrument.

Bowings
•Up/Down bows
•Staccato
•Accents
•Slurs

Time Signatures
•4/4 or Common Time
•2/4
•3/4

Terms
•High, Low
•Melody, Harmony
•Sharp, Flat
•Divisi
•Natural
•Phrase
•Accidental
•Intonation
•Pick-ups

Integration of Career Readiness, Life Literacies and Key Skills

9.4.5.CI	Creativity and Innovation
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT	Critical Thinking and Problem-solving
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.

Technology and Design Integration

There is no technology integration in performance orchestra.

Interdisciplinary Connections

Music reached across many disciplines.

Differentiation

Students skills drive instructional levels.

Modifications & Accommodations

As needed.

IEP and 504 accommodations

Benchmark Assessments

Performance tests

Formative Assessments

Students will develop an understanding of the instruments of the orchestra through answering questions about their experiences. Students will communicate verbal responses to questions.

B. Students will recognize rewards of achievement through regular practice.

•Clap and tap an even pulse, perform on instruments.

•Demonstrate through performance on instruments the understanding of dynamics, tempo, and bowing.
•Answer questions re: melodies in lesson book concerning the rise and fall of the musical line.

•Perform exercises loud, soft.

•Produce a pleasing tone on their instrument

•Continue performing regular exercises to build physical strength, performance skills and dexterity on instrument.

•Play and memorize whole note scales.

Summative Assessments

Performance

Instructional Materials

Instrument Method Book
(Intermediate Volume)

Orchestra Music for Winter Concert

Concert Scale Sheets

Metronome

Standards

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.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.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.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.