Unit 4-Performance

Content Area: **Music**
Course(s): **Music 2**
Time Period: **Marking Period 4**
Length: **May-June**
Status: **Published**

Essential Questions

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How can visualization, and motor imagery enhance a dance routine?

Big Ideas

- Select, Analyze, Interpret
- Rehearse, Evaluate, Refine
- Present
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

CSDT Technology Integration

8.1.2.DA.3: Identify and describe patterns in data visualizations

Activity: Students use purchased interactive music program to create rhythmic patterns and then perform them.

Cross Curricular Integration

Integration Area: Science

2-PS1 Properties of vibration creating sound because of the atmosphere.

1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

Activity:

Students will use the triangle to learn that vibration=sound. No vibration= no sound

Enduring Understandings

1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context

and how a work is presented influence audience response.

Dance

1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.

1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.

1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.

1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

Resources

- World of Music
- Music Connection