MP1 Performing-Anchor Standards 4-6

Content Area: **Music**
Course(s): **Instrumental Music**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- How can I perform on my instrument?
- 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?

Big Ideas

- All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.
- 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 performances over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge their performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

Core Activities

- Perform compositions/music containing complex notation
- Use standard notation to record musical ideas
- Perform Ab, C, Db, G, Gb Concert Scales on one octave (woodwinds/brass only)
- Perform the chromatic scale in one octave (woodwinds/brass only)
- Execute ''over the break'' fingerings (clarinets only)
- Identify basic intervals
- Understand/identify time signatures of cut time, compound meters of 3/8,6/8,12/8
- Understand/identify asymmetrical meters, including 5/4
- Understanding tempo markings of accelerando, maestoso and allegretto
- Understand more complex rhythms such as sixteenth rests, quarter note triplets
- Understand ornaments of trills and grace notes
- Understand/identify swing eighth note
- Understand/identify advanced sixteenth note rhythm combinations
- Understanding dynamic markings of sforzando and forte-piano

- Understand/identify the chromatic scale
- Understand/identify 17 stroke rolls, the drag, the double paradiddle, flamacues, ratamacue, flam accents, and 7 and 13 stroke rolls in 6/8 time (percussion only)

Enduring Understandings

1.3.C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study base on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose of context of the performance.

1.3.C.12prof.Pr4b: Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of music works impact and inform prepared or improvised performances.

1.3.C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

1.3.C.12prof.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.

1.3.C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.

1.3.C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.