Unit 1a Performing

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 music in a concert setting.
- Understand assembly of instrument, as well as proper posture and hand position.
- Create an initial tone on an instrument with proper embouchure. (Winds only)
- Execute accurate tonguing and diaphragmatic breathing. (Winds only)
- Understand basic sticking technique and playing technique for triangle, woodblock, suspended cymbal and other various auxiliary percussion.
- Perform simple melodies/rudiments on their instrument.
- Perform simple duets and divisi parts.
- Perform Bb Concert scale in one octave. (woodwinds/brass only)
- Perform lip slurs. (brass only)
- Demonstrate care of instrument.
- Develop a practice routine.
- Initiate self discipline.
- Initiate self discipline.Understand and identify the rhythms of whole, half, quarter and eighth notes and

rests; understand the time signatures of 2/4, ¾ and 4/4 time; understand and identify the staff lines and space names in order to read music; understand bar lines, measures, repeat signs and first and second endings; understand the fermata; understand ties and slurs; understand accents, and dynamics markings of piano, forte, crescendo and decrescendo; understand a multiple measure rest; understand pick up notes.

- Use a system of counting and tapping feet plus understand the subdivision system of counting.
- Understand and identify a flat, natural and sharp sign as well as an accidental.
- Understand and play the Bb Concert Scale.
- Identify and observe breath marks. (Woodwinds and brass only)
- Understand and identify the basic rudiments of a single paradiddle, flam, flam tap and the notation for various auxiliary percussion instruments. (Percussion only)

Enduring Undeerstandings

1.3.C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context and the technical skill of the individual or ensemble.

1.3.C.12nov.Pr4b: Demonstrate using music reading skills how knowledge of formal aspects in musical works inform prepared or improvised performances.

1.3.C.12novPr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared or improvised performances.

1.3.C.12nov.Pr5a: Use self reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

1.3.C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

1.3.C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances.

Practices: Select, Analyze, Interpret, Rehearse, Evaluate, Refine, Present