

# 04 Balance/Blend

Content Area: **Music**  
Course(s):  
Time Period: **Full Year**  
Length: **On-Going**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- In order to achieve a high-level of musicianship, different pieces require different approaches to balance and blend.

### CONTENT AREA STANDARDS

|                  |   |
|------------------|---|
| VPA.1.1.12.B.1   | Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.                                  |
| VPA.1.1.12.B.2   | Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.   |
| VPA.1.1.12.B.CS2 | Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. |
| VPA.1.3.12.B.2   | Analyze how the elements of music are manipulated in original or prepared musical scores.   |
| VPA.1.3.12.B.CS2 | The ability to read and interpret music impacts musical fluency.  |
| VPA.1.3.12.B.CS3 | Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.  |
| VPA.1.4.12.B.2   | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. |

### RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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|-----------------|---|
| LA.RST.9-10.4   | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans.  |

|                   |  |
|-------------------|--|
| TECH.8.1.12.A.CS1 | Understand and use technology systems.   |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.  |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems.   |
| TECH.8.1.12.D.5   | Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. |

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- The balance of the different parts of a selection are essential to the overall combined sound.
- The pyramid of sound is a concept that requires the bass sounding instruments to be the most prominent while the higher pitched instruments may be less prominent.
- The concept of the pyramid of sound is essential to the balance of an ensemble.

### [Pyramid of Sound](#)

### **Procedural Knowledge**

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Students will be able to:

- Demonstrate an understanding of a balanced ensemble.
- Assess the balance of the ensemble aurally and simultaneously perform to correct the balance issues that arise.
- Demonstrate the proper tone for their instrument.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Individual Performances
- Group Performances

- Teacher/Student Conferences

## **Formative Assessments**

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- Performance Assessment

## **Summative Assessments**

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- Performance Assessments
- Discussion and Analysis
- Verbal Evaluation
- Performance Critiques

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Chorales
- Chord Progressions
- Part Independence
- Selected Repertoire

## **INTERDISCIPLINARY CONNECTIONS**

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### **Career Readiness**

Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. Work productively in teams while using cultural global competence.

### **Technology/Multimedia**

Educational tech applications

## **Sciences and Health**

Experimentations

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.