

06_Dynamics

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

General Overview, Course Description or Course Philosophy

The Wind Ensemble Course is designed to challenge the advanced instrumental music student. The students enrolled in the Wind Ensemble Honors course must have auditioned and been accepted on their respective instruments. Wind Ensemble students study performance skills and individual techniques on their instrument in addition to advanced ensemble rehearsal and performance techniques. Participation at the Holiday, Winter, Regional, and Spring Concert, Graduation Ceremonies, and special performances as scheduled by the Director of each ensemble is a responsibility which must be met by each member of the Wind Ensemble. It is recommended that instrumental band students study privately and participate in solo festivals, North Jersey Area Band, All-State, Regional Honor Groups, and Chamber Ensembles for additional challenges.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- Contrasts in volume are necessary to breathe life and excitement into every piece of music.

CONTENT AREA STANDARDS

MU.9-12.1.3C.12adv.Cr3a	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
MU.9-12.1.3D.12prof.Cr3b	Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.
MU.9-12.1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
MU.9-12.1.3D.12prof.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.
MU.9-12.1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
MU.9-12.1.3D.12prof.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

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

LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Italian and other musical terms are used and associated with dynamics; these terms indicate how the music should be performed.

Procedural Knowledge

Students will be able to:

- Apply the techniques studied through dynamic exercises to the selected repertoire.
- Apply the correct dynamics to a piece of music by reading the dynamics written by the composer.
- Assess the balance and blend of the ensemble and apply the proper dynamics to achieve a balanced sound.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

- Performance Assessments
- Discussion & Analysis
- Verbal Evaluation
- Selected Student Performance
- Technique Tests
- Performance Critiques

Summative Assessments

- Performance Assessments

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Selected Repertoire
- Dynamic Exercises
- Chorales
- Chord Progressions
- Long Tones
- Scales
- Technique Exercises
- Chords
- Tuning (Ear/Tuner)
- Chorale/Balance

- Students assigned differentiated parts

INTERDISCIPLINARY CONNECTIONS

Visual Performing Arts: Music Appreciation

Career Readiness: Applicable career options are discussed as they arise throughout the course

Social Studies: Current Events and Historical Research

Technology/Multimedia: Google and Research Based Writing

English/Language Arts: Implementation of conventions of Standard English

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.