

11_Compositional Understanding

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

- Similar to literature, it is important to understand a composer's intentions when playing a given composer's music. Understanding the composer's set and setting is crucial to understanding the music.

CONTENT AREA STANDARDS

MU.9-12.1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
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.9-12.1.3C.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.9-12.1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
MU.9-12.1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 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.

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

CS.9-12.8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- Composers use a variety of methods in creating music.
- Composers generate their material through the process of thematic development, and that most material in a given work is generated from a smaller theme and variations on that theme.
- Some music is programmatic in nature and that in those cases, the “program” of the music drives the musical ideas.

Procedural Knowledge

Students will be able to:

- Identify a variety of compositional techniques, including theme deconstruction, augmentation, diminution, retrograde and inversion.
- Identify form in music and understand the form's role in how a piece of music is composed.

EVIDENCE OF LEARNING

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

Formative Assessments

- Performance Assessments
- Discussion & Analysis
- Verbal Evaluation
- Written Critiques
- Performance Critiques

Summative Assessments

- Performance Assessments

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Program Notes
- Composer Biography
- Selected Repertoire
- Time Period Questions
- Timbre Discussion
- 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.