Grade 6 Band Foundations - Unit 4 - Ensemble Skills

Unit Focus

By identifying each specific ensemble skill, teaching them to students and reinforcing them, students will more effectively connect to and perform their music. They will have a deeper understanding of what it means to be a musician in an ensemble and to experience the expressive elements that sometimes elude them. This unit focuses on ensemble skill development. Students will learn how they contribute individually and collectively toward the success of the ensemble.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Music Traditional and Emerging Ensembles: Novice

- 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. (MU:Pr4.1.E.5a)
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. (MU:Pr5.3.E.5a)

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Transfer

Students will be able to independently use their learning to...
T1 Make appropriate choices as a responsible, respectful participant within a communal artistic experience
T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent

Meaning

Understanding(s)

Students will understand that...
U1 there is both an individual skillset and group skillset when performing in an ensemble.
U2 organization is important as a musician.
U3 structured, independent practice time improves weaknesses and facilitates growth.
U4 informed critique is vital to growth as a musician.

Essential Question(s)

Students will keep considering...
Q1 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?
Q2 What am I learning by engaging in critique?
Q3 What am I seeing/feeling in this piece? What inferences can I make?
Q4 How does knowing more about the topic change or deepen my understanding?
Q5 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?
Q6 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 basic conducting patterns in simple meters.
K2 how to identify, understand, and perform formal markings such as dal segno al coda, da capo al coda,

Skill(s)

Students will be skilled at...
S1 maintaining an organized folder with necessary materials for the success of individual practice and ensemble rehearsals.
S2 demonstrating ensemble awareness, including listening, blending, rhythmic precision, and intonation.

Stage 1: Desired Results - Key Understandings		
	repeats, multi-measure repeats, multiple endings, etc. **K3** how to express their musical ideas through analyzing, evaluating and refining their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. **K4** Vocabulary: balance, blend, count off, conducting pattern, rehearsal marks, form	**S3** adjusting individual dynamic level and tone in order to blend and balance with others. **S4** developing and demonstrating appropriate behavior, both as a performer and as an audience member, during performances.