Grade 6 Orchestra Foundations - Unit 3 - Terminology and Expression

Unit Focus

In Unit 3, our young musicians start to focus on playing music expressively through their instrument. Music is more than just a collection of notes and rhythms. Music communicates feeling and emotion. This unit focuses on the integration of the expressive elements of a musical selection as it relates to playing their instrument.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
General Music: 6

- Explain how understanding the structure and the elements of music are used in music selected for performance. (MU:Pr4.2.6.a)
- When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. (MU:Pr4.2.6.b)

Madison Public Schools Profile of a Graduate

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. (POG.1.1)
- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)

Transfer

Students will be able to independently use their learning to...
T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent

Meaning

Understanding(s)

Students will understand that...
U1 notation informs the context of expressive intent in a musical selection.

Essential Question(s)

Students will keep considering...
Q1 K-3: What does quality look/feel/ sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece?
Q2 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?
Q3 What am I seeing/feeling in this piece? What inferences can I make?
Q4 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 that dynamic markings adjust the volume and intensity.
K2 that articulation marks change the character of notes.
K3 that proper phrasing requires calculated bowing.
K4 that style is driven by the composer's intent as indicated by characteristic markings in the musical score.
K5 the following musical terms: allegro, moderato, andante, ritard, molto, DC al Coda, DS al Coda, repeats, 1st/2nd endings, multimeasure repeats, fermata, dynamics, pianissimo (pp), piano (p), mezzo piano (mp), mezzo forte (mf), forte (f), fortissimo (ff), crescendo, decrescendo, diminuendo, accent, staccato, tenuto, marcato, slur, tie, phrase marks, down bow, up bow, hooked bow, bow distribution, bow retake

Skill(s)

Students will be skilled at...
S1 identifying, understanding, and performing changes in dynamics.
S2 identifying, understanding, and performing changes in articulations.
S3 identifying, understanding, and performing changes in tempo.
S4 proper bowing/pizzicato techniques, as required by the music.