Grade 7/8 Band Ensemble - Unit 3 - Ensemble Skills

Unit Focus

In this final unit, students will investigate the process of preparing and performing music, as these musicians expand their ensemble skill development, influencing their personal musical growth. Students will use evaluative tools to identify and react to musical and expressive elements, as they contribute individually and collectively toward the success of the ensemble. This unit will culminate with small group performances, showcasing their growth as ensemble musicians.

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)
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

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
T2 Make appropriate choices as a responsible, respectful participant within a communal artistic experience
T3 Capture the feeling or emotional response which an artistic piece elicits
T4 Engage in critique to inform next steps or deepen examination of an artistic work

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 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?
Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?
Q3 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?
Q4 What am I learning by engaging in critique?
Q5 What am I seeing/feeling in this piece? What inferences can I make?
Q6 How does knowing more about the topic change or deepen my understanding?
Q7 How is what I'm/we're doing in real time impact the audience? What changes might we need to make (if any) to keep or create the feeling/emotional response?

Stage 1: Desired Results - Key Understandings		
	Acquisition of Knowledge and Skill	
	Knowledge	**Skill(s)**
	Students will know... **K1** basic conducting patterns in simple and compound meters. **K2** how to identify, understand, and perform formal markings such as divisi, tacet, anacrusis, rehearsal numbers/letters, cesura, 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 Melody and Harmony Divisi Tacet Balance & Blend Anacrusis Count Off Conducting Pattern Rehearsal Numbers/Letters Form Cesura	*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. **S3** adjusting individual dynamic level and tone in order to balance and blend with others. **S4** developing and demonstrating appropriate behavior, both as a performer and as an audience member, during performances. **S5** preparing and performing a piece of solo repertoire that is level-appropriate