Grade 7/8 Orchestra Ensemble - Unit 2 - Musical Terminology & Expression

Unit Focus

In Unit 2, students will be building musicianship through the integration of the expressive elements in music. Orchestra students will go beyond the notes on the page, and continue to build their tone, add stylistic elements to their performances, and play using a composer's intent.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
General Music: 7

- Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used. (MU:Pr4.2.7.a)
- When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form. (MU:Pr4.2.7.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
T2 Capture the feeling or emotional response which an artistic piece elicits

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** notation informs the context of expressive intent in a musical selection. **U2** changing expressive elements affect the outcome of a musical performance. **U3** stylistic elements such as dynamic markings, articulations, phrasing, and form drive the expression in a piece of music. **U4** practicing scales increases physical dexterity and muscle memory.	*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? **Q5** What does quality look/feel/sound like? How do I fine tune my work for and with an audience? **Q6** What am I learning by engaging in critique?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** that dynamic markings adjust the volume and intensity. **K2** that articulation marks change the character of notes.	*Students will be skilled at...* **S1** identifying, understanding, and performing changes in dynamics.

Stage 1: Desired Results - Key Understandings		
	K3 that proper phrasing requires calculated breathing. **K4** that style is driven by the composer's intent as indicated by characteristic markings in the musical score. **K5 Vocabulary: Musical Form & Terminology** Tempo Markings - allegro, moderato, andante Tempo Transitions - ritardando, accelerando, subito Form Markings - DC al Coda, DS al Coda, Repeats, 1st/2nd Endings, Multi-measure Repeats, Fermata Expanded Form - ABA, Multi-movement, through-composed **Dynamics** Pianissimo (pp), Piano (p), Mezzo Piano (mp), Mezzo Forte (mf), Forte (f), Fortissimo (ff) Crescendo, Decrescendo, Diminuendo Contrast elements - forte-piano (fp), sforzando (sfz) **Articulations:** Accent, Staccato, Tenuto, Marcato, Slur, Tie **Bow Techniques & Phrasing** - bow retakes, phrase marks, bow speed, bow weight (K5)	**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. **S5** Shifting in and out of 1st position to aid in playing a larger range of notes and allowing for more fluid musical lines.