Grade 9/10 Concert Band - Unit 3 - Rehearse, Evaluate and Refine

Unit Focus

Students will begin to consider a higher-level of musical interpretation, including balance, blend, and dynamic contrast to create more expressive music as an ensemble. In Unit 3, students will analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Music Traditional and Emerging Ensembles: Intermediate

- Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. (MU:Pr4.1.E.8a)
- Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. (MU:Pr4.2.E.8a)
- Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. (MU:Pr4.3.E.8a)
- Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. (MU:Pr5.1.E.8a)
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles . (MU:Pr6.1.E.8a)
- Demonstrate an understanding of the context of the music through prepared and improvised performances. (MU:Pr6.1.E.8b)
- Describe how understanding context and the way the elements of music are manipulated inform the response to music. (MU:Re7.2.E.8a)

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- 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 Create works of art to personally engage in the artistic process and/or communicate meaning
T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** the process of rehearsing, evaluating, and refining is ongoing and essential to a quality performance. **U2** "practicing like you perform" is important in order to prepare for a quality performance. **U3** developing and demonstrating appropriate behavior, both as a performer and as an audience member, during performances, is an essential skill.	*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 does quality look/feel/sound like? How do I fine tune my work for and with an audience?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** how to properly participate in the rehearsal and refinement process leading up to a performance. **K2** how stage decorum and concert dress affects the performance. **K3** chromatic scales.	*Students will be skilled at...* **S1** refining their individual parts in order to prepare a quality performance for an audience. **S2** refining the ensemble sound as a whole in order to prepare a quality performance for an audience. **S3** performing a chromatic scale.