



Grade 9/10 String Ensemble - Unit 3 - Rehearse, Evaluate, Refine, Perform

Unit Focus

Our ability to reflect the expressiveness and meaning of musical works in performance is enhanced by deep understanding of the structure, context, purpose and intent of the works themselves. 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)	Transfer	
National Core Arts Standards Music Traditional and Emerging Ensembles: HS Proficient <ul style="list-style-type: none"> Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. (MU:Pr4.1.E.I.a) Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. (MU:Pr4.2.E.I.a) Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. (MU:Pr4.3.E.I.a) Develop strategies to address expressive 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.I.a) Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music. (MU:Re7.2.E.I.a) Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context. (MU:Re9.1.E.I.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none"> 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) 	<i>Students will be able to independently use their learning to...</i> T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent T2 Engage in critique to inform next steps or deepen examination of an artistic work	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 playing a wide range of music spanning across different difficulties, genres, composers, and musical eras enhances individual and group sound. U2 the process of analyzing rehearsals is essential in improving the overall performance. U3 playing an instrument is a process of progress over perfection.	<i>Students will keep considering...</i> 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? Q3 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?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 proper music terminology to analyze rehearsals. K2 that using proper music terminology to analyze rehearsals is an efficient way to critique.	<i>Students will be skilled at...</i> 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.

Stage 1: Desired Results - Key Understandings

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

K3 developing muscle memory is integral in performing.

K4 that a combination of listening to others in the ensemble and watching the conductor aids in a successful performance.

K5 why playing expressively is important in a final performance.

K6 the difference between dynamics and phrasing.

S3 critiquing rehearsals, with some teacher input

S4 critiquing performances, with some teacher input.

S5 knowing if a piece needs refinement.

S6 determining what aspects of a piece needs refinement.