



Grade 9/10 String Ensemble - Unit 2 - Building an Ensemble

Unit Focus

In Unit 2, String Orchestra students will utilize their previously learned knowledge in the areas of music theory, bowing techniques, etc. to learn developmentally appropriate new concert repertoire. One of the great joys of listening to music is hearing the subtle shades of dynamics in a piece. Dynamics in music refers to the relative loudness and softness of sounds indicated in a musical score. The interpretation of each dynamic marking in a piece of music is dependent on the musicians in the ensemble. 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.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Music Traditional and Emerging Ensembles: Intermediate <ul style="list-style-type: none">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)	<i>Students will be able to independently use their learning to...</i> T1 Engage in critique to inform next steps or deepen examination of an artistic work T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 proper balance and blend improves the overall sound of the ensemble. U2 using rhythmic syllables while maintaining a steady beat is fundamental to interpreting rhythms in any piece of music. U3 playing with proper technique enhances individual and group sound.	<i>Students will keep considering...</i> Q1 What am I learning by engaging in critique? Q2 What am I seeing/feeling in this piece? What inferences can I make? Q3 How does knowing more about the topic change or deepen my understanding? Q4 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)
	<i>Students will know...</i> K1 relationships between all dynamic markings. K2 how to adjust bowing technique to align with the dynamic requirements in each piece of music. K3 how to play varied bow markings.	<i>Students will be skilled at...</i> S1 identifying the difference between balance and blend. S2 analyzing their sheet music to identify form, key signature application, tempo application, tempo adjustments, style, style adjustments, etc.

Stage 1: Desired Results - Key Understandings

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)

K4 the syllables to correctly count the rhythms in their concert repertoire.

K5 how to sight read combinations of previously learned rhythms and notes.

S3 listening across the ensemble to perform with proper balance and blend across their section, as well as the ensemble.

S4 using vibrato during long tones.

S5 reading a more expansive note range, which may include shifting, new accidentals.

S6 utilizing half steps and whole steps as it applies to higher positions.