



Grade 9-12 Chamber Orchestra - Unit 3 - Rehearse, Evaluate, Refine, Perform

Unit Focus

In this final unit, students analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. This unit allows each student to build on their independence, as well as understand how their part fits with the rest of the ensemble. Musicians can utilize each other's strengths to cooperatively learn their parts.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Music Traditional And Emerging Ensembles: HS Accomplished <ul style="list-style-type: none">Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.0.E.II.a)Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. (MU:Pr4.1.E.II.a)Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. (MU:Pr4.2.E.II.a)Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience. (MU:Pr4.3.E.II.a)Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. (MU:Pr5.1.E.II.a)Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. (MU:Pr6.1.E.II.a)Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. (MU:Pr6.1.E.II.b)Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. (MU:Re7.1.E.II.a)	<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 the process of analyzing rehearsals is essential in improving the overall performance. U2 progress over perfection. U3 proper balance and blend improves the overall sound of the ensemble. U4 playing expressively is part of learning and performing music. U5 the individual is not greater than the whole. U6 following the composer's intent is used for guidance when learning repertoire. U7 a combination of listening to others in the ensemble, keeping an independent steady beat, and watching the conductor (when appropriate) aids in a successful performance. U8 using proper music terminology to analyze rehearsals is an efficient way to critique.	<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?

Stage 1: Desired Results - Key Understandings

- Explain how the analysis of structures and contexts inform the response to music. (MU:Re7.2.E.II.a)
- Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources. (MU:Re8.1.E.II.a)
- Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context. (MU:Re9.1.E.II.a)

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)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 that developing muscle memory is integral in performing.

K2 a combination of listening to others in the ensemble, keeping an independent steady beat, and watching the conductor (when appropriate) aids in a successful performance.

K3 why playing expressively is important in a final performance.

K4 the difference between dynamics and phrasing.

K5 how body language affects cross ensemble communication.

Skill(s)

Students will be skilled at...

S1 refining their individual parts in order to prepare a quality performance for an audience.

S2 refining the section and ensemble sound in order to prepare a quality performance for an audience.

S3 critiques of rehearsals and performances with little teacher input.

S4 determining what aspects of the piece needs refinement.

S5 student-led critiques of rehearsals and performances.