Grade 9-12 Chamber Orchestra - Unit 2 - Building as A Small Ensemble

Unit Focus

In this unit, students will utilize their experience to regularly incorporate balance and blend in their daily rehearsals. They will work on phrasing independently and as an ensemble and decide which option is appropriate. Students will continue to develop their independent practice habits to meet the needs of the repertoire.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Music Traditional and Emerging Ensembles: HS Accomplished

- 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)
- 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)
- 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)

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 Engage in critique to inform next steps or deepen examination of an artistic work

Meaning

Understanding(s)

Students will understand that...
U1 dissonances, when played with quality tone, can sound beautiful and in tune just as much as consonances.
U2 learning to play expressively is as important as learning the notes and rhythms in a piece of music.
U3 playing a wide range of music spanning across different genres, composers, and musical eras enhances individual and group sound, expands on their instrumental skills, and overall understanding of the historical development of string repertoire.
U4 there is more to playing expressively than just playing the printed dynamics.

Essential Question(s)

Students will keep considering...
Q1 How much freedom do I have to be creative and also work within established criteria?
Q2 What am I learning by engaging in critique?
Q3 What am I seeing/feeling in this piece? What inferences can I make?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 that adjusting bowing techniques to align with the dynamic requirements in each piece of music contributes to the blending in an ensemble.

Skill(s)

Students will be skilled at...
S1 playing as an ensemble with thoughtful balance and blend.
S2 listening across the ensemble to adjust pitch to tighten tuning.

Stage 1: Desired Results - Key Understandings		
• 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)	**K2** how varied bow markings affect the overall style/performance of a piece of music. **K3** the syllables to correctly count the rhythms in their concert repertoire. **K4** that breaking down large works of music makes practice more efficient.	**S3** using vibrato and changing the speed of the vibrato when stylistically appropriate. **S4** reading a more expansive note range, which may include shifting, new accidentals. **S5** utilizing half steps and whole steps as it applies to higher positions. **S6** developing independent fingering for shifted parts. **S7** reading more expansive rhythmic passages. **S8** selecting appropriate phrasing after trying out different possibilities. **S9** working with their peers in the selection of phrasing.