Grade 9-12 Chamber Orchestra - Unit 1 - Working as a Small Ensemble

Unit Focus

This unit focuses on students using their sight reading skills to select repertoire for their three performances. In this unit, these highly skilled student musicians will work cohesively to begin learning new concert repertoire. They build on their prior practice habits to be able to learn longer works.

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)

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

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

Meaning

Understanding(s)

Students will understand that...
U1 there are possible upgrades available for equipment which can improve a performer's overall sound/performance: strings, rosin, shoulder rest, bow, instrument, etc.
U2 musicians improve the quality of a performance through a cycle of deliberate practice and examination of results.
U3 practicing scales and arpeggios translates to better intonation, improved note reading fluency, and sound production.
U4 using rhythmic syllables while maintaining a steady beat is fundamental in figuring out rhythms in any piece of music.
U5 playing with proper technique enhances individual and group sound.

Essential Question(s)

Students will keep considering...
Q1 What inspires me? Where do I get my ideas from?
Q2 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?
Q3 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 to interpret various key signatures as they apply to individual pieces.
K2 how to use their previously learned music theory to analyze and play through their sheet music.
K3 the following vocab: Half step & whole step (as they apply to higher positions), diminuendo, simple meter, compound meter, rhythmic syllables, rallentando

Skill(s)

Students will be skilled at...
S1 listening across the ensemble to hear how their part fits with others.
S2 maintaining a common steady beat across the ensemble with less guidance from the teacher.
S3 varied bow techniques as it applies to musical expressivity.

Stage 1: Desired Results - Key Understandings		
• Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)	**K4** how to break down a piece to successfully sight read a piece as an ensemble. **K5** how to sight read combinations of previously learned rhythms and notes.	**S4** analyzing their sheet music to identify form, key signature application, tempo application, tempo adjustments, style, style adjustments, etc. **S5** sight reading with expressive qualities.