Grade 11/12 Orchestra - Unit 1 - Meeting as an Ensemble

Unit Focus

This first unit focuses on the continuation of concepts that were reviewed and developed in the previous year. Students will use their developing sight reading skills in the selection of concert repertoire for their three performances. In this unit, juniors and seniors will work cohesively to begin learning new concert repertoire.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Music Traditional and Emerging Ensembles: Intermediate

- 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)

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)

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 Make appropriate choices as a responsible, respectful participant within a communal artistic experience

Meaning

Understanding(s)

Students will understand that...
U1 proper and regular maintenance of one's instrument (loosening/tightening bows, wiping rosin off strings and instrument, regular tuning, etc.) is essential to playing the instrument successfully.
U2 there are possible upgrades available for equipment which can improve a performer's overall sound/performance: strings, rosin, shoulder rest, bow, instrument, etc.
U3 the beat is the pulse of the music, and the subdivision of a beat is variable depending on the note/rest value.
U4 artists improve the quality of a performance through a cycle of deliberate practice and examination of results.
U5 practicing scales translates to better intonation, improved note reading fluency, and sound production.

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 (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 how to interpret various key signatures as they apply to individual pieces.

Skill(s)

Students will be skilled at...
S1 listening across the ensemble to hear how their part fits with others.

Stage 1: Desired Results - Key Understandings		
• Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)	**K2** how to use their previously learned music theory to analyze and play through their sheet music. **K3** the following vocabulary: half step & whole step (as they apply to higher positions), diminuendo, simple meter, compound meter, rhythmic syllables, rallentando **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.	**S2** maintaining a common steady beat across the ensemble. **S3** selecting varied bow techniques as it applies to musical expressivity. **S4** analyzing their sheet music to identify form, key signature application, tempo application, tempo adjustments, style, style adjustments, etc.