# Grade 11/12 Orchestra - Unit 3 - Rehearse, Evaluate, Refine, Perform

## Unit Focus

In this final unit, students will continue to refine their tone, blend, balance, and intonation in greater detail to better suit the more advanced repertoire we will be rehearsing. Students will analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Musicians will be able to independently recognize and perform expressive qualities such as dynamics, phrasing and articulation in their music. Students will also practice creating phrasing in their concert repertoire.

## Stage 1: Desired Results - Key Understandings

### Standard(s)

**National Core Arts Standards**

Music Traditional and Emerging Ensembles: HS Accomplished

- 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)
- 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)

Music Traditional and Emerging Ensembles: HS Proficient

- Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. (MU:Pr4.1.E.I.a)
- Develop strategies to address expressive 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.I.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)

### 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** 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.

#### Essential Question(s)

*Students will keep considering...*

**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?

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*

**K1** using proper music terminology to analyze rehearsals is an efficient way to critique.

**K2** developing muscle memory is integral in performing.

#### 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 ensemble sound as a whole in order to prepare a quality performance for an audience.

| Stage 1: Desired Results - Key Understandings | | |
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| | **K3** a combination of listening to others in the ensemble and watching the conductor aids in a successful performance.<br>**K4** why playing expressively is important in a final performance.<br>**K5** the difference between dynamics and phrasing.<br>**K6** how body language affects cross ensemble communication. | **S3** critiques of rehearsals with some teacher input.<br>**S4** critiques of performances with some teacher input.<br>**S5** knowing if a piece needs continued refinement.<br>**S6** determining what aspects of the piece needs refinement.<br>**S7** student-led critiques of rehearsals.<br>**S8** student-led critiques of performances. |