



Grade 11/12 Orchestra - Unit 2 - Working as an Ensemble

Unit Focus

In Unit 2, students utilize their previously learned knowledge in the areas of music theory, bowing techniques, etc. to learn developmentally appropriate new concert repertoire. They will incorporate balance, blend, and dynamic contrast to create more expressive music as an ensemble with minimal teacher reminders.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>National Core Arts Standards</p> <p>Music Traditional and Emerging Ensembles: Intermediate</p> <ul style="list-style-type: none"> 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) Describe how understanding context and the way the elements of music are manipulated inform the response to music. (MU:Re7.2.E.8a) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> 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) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent</p> <p>T2 Engage in critique to inform next steps or deepen examination of an artistic work</p> <p>T3 Make appropriate choices as a responsible, respectful participant within a communal artistic experience</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 using rhythmic syllables while maintaining a steady beat is fundamental in figuring out rhythms in any piece of music.</p> <p>U2 playing with proper technique enhances individual and group sound.</p> <p>U3 dissonances, when played with quality tone, can sound beautiful and in tune just as much as consonances.</p> <p>U4 learning to play expressively is as important as learning the notes and rhythms in a piece of music.</p> <p>U5 playing a wide range of music spanning across different difficulties, 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.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What am I learning by engaging in critique?</p> <p>Q2 What am I seeing/feeling in this piece? What inferences can I make?</p> <p>Q3 How do I show mood or feeling in this work of art? How did the audience/ viewers respond? Did what I was trying to express work?</p>

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 that adjusting bowing technique to align with the dynamic requirements is important in each piece of music.</p> <p>K2 when it's important to adjust bowing lanes for contrasting dynamics.</p> <p>K3 how varied bow markings affect the overall style/performance of a piece of music.</p> <p>K4 the syllables to correctly count the rhythms in their concert repertoire.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 identifying the difference between balance and blend.</p> <p>S2 listening across the ensemble to be able to perform with proper balance and blend across their section as well as the ensemble.</p> <p>S3 using vibrato when stylistically appropriate.</p> <p>S4 reading a more expansive note range, which may include shifting, new accidentals.</p> <p>S5 utilizing half steps and whole steps as it applies to higher positions.</p>