Grade 11/12 Symphonic Band - Unit 2 - Developing the Symphonic Band Sound

Unit Focus

Unit 2 focuses on the concepts applied during marching band, but with an emphasis on developing a more mature indoor concert band sound. Students will further refine their tone, blend, and balance to better suit the concert band sound and the repertoire we will be rehearsing. Warm ups and repertoire used in this unit will be more advanced than those played in Concert Band.

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)

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 producing good quality tone is essential when playing in a concert band with other musicians.
U2 blending with the musicians in your section and balancing with musicians in other sections is crucial to a high quality concert band sound.
U3 proper and regular maintenance of one's instrument (valve oil, reeds, etc.) is essential to playing the instrument successfully.
U4 upgrades to their instrument to improve tone quality, ease of playing, etc. (stronger reeds, higher quality mouthpiece/ligature, etc.) are important to their growth as a performer.
U5 tone and articulation for concert band differ from those elements in marching band.
U6 individual effort and participation are directly related to the success of the ensemble as a whole.
U7 playing in tune is an essential element of proper concert band sound.
U8 practicing long tones, chorales, and scales translates to better intonation and improved note fluency.
U9 dissonances, when played with quality tone, can sound beautiful and in tune just as much as consonances.

Essential Question(s)

Students will keep considering...
Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?
Q2 What am I learning or have I learned from creating this work of art?
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?
Q4 What is my role and responsibility while performing in an ensemble?

Stage 1: Desired Results - Key Understandings

- 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)

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)

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** posture, solid air support, and proper embouchure are the building blocks of producing quality tone. **K2** how to interpret the following in their concert music: tempo, tempo changes, dynamics, time signatures, key changes. **K3** the major scales and key signatures: Gb, G, D, A. **K4** the names of a wider variety of different percussion instruments and how they are notated on the page. (percussion students)	*Students will be skilled at...* **S1** listening within the section to blend with the section sound. **S2** listening across the ensemble to hear how their part fits with others. **S3** playing a wide variety of more advanced concert band repertoire from different composers, genres, and styles, with more complex rhythms and time signatures. **S4** vocalizing their own instrumental parts within an ensemble, in unison and in harmony. **S5** sight-reading repertoire accurately and expressively at one level below performance level. **S6** responding to conductor's cues, gestures, tempo changes, and dynamic subtleties. **S7** tuning their own instrument using various mediums (piano, tuner, reference pitch) and adjusting their intonation. **S8** analyzing their sheet music to identify form, key signature application, tempo application, tempo adjustments, style, style adjustments, etc. **S9** playing advanced harmonies, dissonances, and a wider variety of accidentals. **S10** playing with an increased range in brass and faster/more complex passages in woodwinds.