Grade 11/12 Symphonic Band - Unit 3 - Rehearse, Evaluate and Refine

Unit Focus

In this third 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. After successful completion of their spring concert, this unit ends with the entire DHHS Tiger Band marching in the Memorial Day parade.

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)

Transfer

Students will be able to independently use their learning to...

T1 Create works of art to personally engage in the artistic process and/or communicate meaning

T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent

Meaning

Understanding(s)

Students will understand that...

U1 the process of rehearsing, evaluating, and refining is ongoing and essential to a quality performance.

U2 "practicing like you perform" is important in order to prepare for a quality performance.

U3 developing and demonstrating appropriate behavior, both as a performer and as an audience member, during performances, is an essential skill.

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?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 how to properly participate in the rehearsal and refinement process leading up to a performance.

K2 how stage decorum and concert dress affects the performance.

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.