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| **Essential Understandings** | * Performers make interpretive decisions based on their understanding of context and expressive intent.
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| **Essential****Questions** | How do performers interpret musical works? |
| **Essential Knowledge** | * A composer uses expressive qualities (such as dynamics, tempo, articulation, phrasing) to convey a specific intent in their music.
* Various cultures, styles and genres contain specific expressive qualities.
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| **Vocabulary** | * Terms:

Dynamics, tempo, articulation, phrasing, breath control, balance, blend |
| **Essential** **Skills** | * Read music notation at a developmentally appropriate level and be able to realize music as appropriate.
* Demonstrate and explain personal interpretive decisions about compositions
* Realize the creator’s use of elements for expressive effect/intent
* Demonstrate treatment of elements appropriate to genre, style, function and historical/cultural context within compositions
* Use music vocabulary appropriately and accurately
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| **Standards:****Maine Learning****Results Standards****And National Core Arts Standards** |  A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.A3. Listening and Describing: Students listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.B. Creation, Performance, and Expression – Students create, perform, and express through the art discipline.B1. Style/Genre: Students perform music of various styles and genres that includes changes of tempo, key, and meter in modest ranges with moderate technical demands accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.B2. Composition: Students compare musical ideas expressed in their own compositions or the compositions of others.C. Creative Problem Solving – Students approach artistic problem-solving using multiple solutions and the creative process.C1. Application of Creative Process: Students describe and apply creative-thinking skills that are part of the creative-problem-solving process. a. Fluency b .Flexibility c. Elaboration d. Originality e. AnalysisD. Aesthetics and Criticism – Students describe and analyze, interpret, and evaluate music.D1. Aesthetics and Criticism: Students compare and analyze art forms. a. Compare and analyze art forms by applying grade span appropriate concepts, vocabulary skills, and processes as reference in Standard A: Disciplinary Literacy. b. Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources. c. Compare the effectiveness of selected media, technique, and processes in communicating ideas. d. Explain and compare different purposes of artists and art work in the context of time and place. E. Visual and Performing Arts Connections – Students understand the relationship among the arts, history and world culture; and they make connections among the arts to other disciplines, to goal-setting, and to interpersonal interaction.E1. The Arts and History and World Cultures: Students compare products of the visual/performing arts to understand history and/or world cultures.**MU:Pr4.3.E.5a** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances**MU:Pr4.3.E.8a** Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.**MU:Pr4.3.E.la** Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.**MU:Pr4.3.E.lla** 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.llla** Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers’ technical skill to connect with the audience |

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| **Sample****Lessons****And****Activities** | * Identifying expressive qualities in Band repertoire
* Warm-up – using a varied offering of dynamics, tempos, styles and articulations
* Developing technical skills that support a wide variety of styles and genres
* Repertoire choices allowing for the development of a wide variety of styles and genres
* Aural and visual examples of expressive qualities in music
* Aural and visual examples and experience in connecting musically with an audience
* A varied range of rehearsal and performance opportunities
* A varied range of ensemble and solo opportunities
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| **Sample****Classroom****Assessment****Methods** | Rehearsal Observation, Student Recordings/Portfolio, Rehearsal Part Checks, Performances |
| **Sample****Resources** | Current Band literature at an appropriate performance level (music library), technique workbook, Smart Music, audio/video recordings, appropriate digital apps |