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| **Essential Understandings** | * To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria |
| **Essential**  **Questions** | How do musicians improve the quality of their performance? |
| **Essential Knowledge** | * Musicians rehearse as individuals and in ensembles to improve the quality of their performance. * Musicians use self-evaluation and peer evaluation based on specific given and developed criteria to improve the quality of their individual and ensemble performance. * Musicians use evaluation tools to improve the quality of their individual and ensemble performance. * Performance improves with consistent and focused practice/rehearsal. |
| **Vocabulary** | * Terms:   Rehearse, technique, rehearsal strategies, self-assessment, peer evaluation, criteria, refine, evaluate, isolate, prioritize, intonation/tune, synchronize, vary, balance, blend, |
| **Essential**  **Skills** | * Read music notation at a developmentally appropriate level and be able to realize music as appropriate. * Apply appropriate criteria to evaluate the accuracy, expressiveness and effectiveness of personal or ensemble performances * Identify and apply appropriate strategies to overcome performance challenges and implement interpretation * Seek collaboration * Collaborate and apply others’ feedback in the refinement of performance * Use music vocabulary accurately and appropriately * Develop appropriate techniques specific to the instrument. * Plan rehearsal strategies for developing and refining artistic techniques for performance. * Identify and overcome musical challenges through rehearsal and practice. |

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| **Standards:**  **Maine Learning**  **Results Standards**  **And National Core Arts Standards** | 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.  D. 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.  E3. Setting: Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.  E5. Interpersonal Skills: Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.  a. Getting along with others.  b. Respecting differences.  c. Working as a team/ensemble.  d. Managing conflict.  e. Accepting/giving/using constructive feedback.  f. Accepting responsibility for personal behavior.  g. Demonstrating ethical behavior.  h. Following established rules/etiquette for observing/listening to art.  i. Demonstrating safe behavior.  **MU:Pr5.3.E.5a** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music  **MU:Pr5.3.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.E.la** 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:Pr5.3. lla**  Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success  **MU:Pr5.3.E.lla** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music |

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| **Sample**  **Lessons**  **And**  **Activities** | * Self-Assessments * Portfolio benchmark submission and feedback * Smart Music * Practice strategies and tracking * Rehearsal Strategies * Solo/small ensemble repertoire development * Record/Listen/Evaluate * Tutorials/Sectionals/Small Group rehearsals * Full and consistent ensemble rehearsal strategies – e.g.warm-ups, rehearse repertoire, range builders, technical resources, appropriate repertoire, varied repertoire |
| **Sample**  **Classroom**  **Assessment**  **Methods** | Rehearsal Observation, Student Recordings/Portfolio, Rehearsal Part Checks, Performances, Student Practice Reflections |
| **Sample**  **Resources** | Current Band literature at an appropriate performance level (music library)  Audio/video recordings, appropriate digital apps  Method books and resources  Laptops, i-pads, other technology  Recording technology  Smart Music  Appropriate Rehearsal space for individual and ensemble needs |