

Music

Brunswick School Department Honors Wind Ensembles Unit

Essential Understandings	<ul style="list-style-type: none"> The performing arts allow students through instrumental music to communicate their own feelings and those of the composer through different styles of music.
Essential Questions	<ul style="list-style-type: none"> What techniques and knowledge are necessary to interpret two different styles of music at a Grade 5/6 music level? Why is it important to perform music in a way that is "stylistically" correct? Can a person be individually creative and stylistically accurate at the same time?
Essential Knowledge	<ul style="list-style-type: none"> Learning music of an advanced level provides techniques and musical concepts that allow students to perform more difficult band literature. Advanced musicians must have an understanding of more advanced music theory, notation, and vocabulary. Advanced musicians must have more advanced knowledge of at least three to four different styles or genres of music. Advanced musicians need to understand advanced rhythm, especially as it applies to the various periods or styles being studied. Demonstrate an understanding of advanced rhythms and techniques used in musical performance. Demonstrate the appropriate use of musical terminology and techniques (such as phrasing, breathing, dynamic contrast) to express ideas, thoughts, feelings and conceptual concerns.
Vocabulary	<ul style="list-style-type: none"> <u>Terms</u> <ul style="list-style-type: none"> All relevant musical terms, including all dynamic and tempo markings. Appoggiatura. Mordent. Trills. Grade Notes. Advanced Articulations. Melodic contouring of Phrasing and Dynamics.
Essential Skills	<ul style="list-style-type: none"> Demonstrate specific advanced stylistic skill in interpreting musically different selections. Use various advanced techniques in performance characteristics of the style of music being performed.
Related Maine Learning Results	<p>MUSIC</p> <p>A. Disciplinary Literacy</p> <p>A1. Music Difficulty</p> <p>Students perform music that requires well-developed technical skills,</p>

	<p>attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique alone or with others.</p> <p>A2. Notation and Terminology Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation, including sudden dynamic contrasts.</p> <p>B. Creating, Performance, and Expression B1. Style/Genre Students perform music of various styles and genres that require well-developed technical skills, attention to phrasing and interpretation and various meters and rhythms in a variety of keys, accurately applying the accumulated knowledge and skills of proper posture and techniques, musical notation, and symbols and terminology.</p> <p>C. Creative Problem Solving C1. Application of Creative Process Students apply and analyze creative problem solving and creative thinking skills to improve or vary their own work and the work of others.</p> <p>D. Aesthetics and Criticism D1. Aesthetics and Criticism Students analyze and evaluate art forms.</p> <p>E. Visual and Performing Arts Connection E1. The Arts and History of World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</p> <p>E5. Interpersonal Skills Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ol style="list-style-type: none"> 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.
<p>Sample Lessons and Activities</p>	<p>Use the Smart Music program to practice each style being performed. Use the Smart Music program to practice each selection being performed.</p>

	<ul style="list-style-type: none"> • Listen to more than one professional performance of each style being performed. • Perform a fall, winter, and spring program consisting of 4 different band selections in each. • Critique works of recorded performances (both self and professional) using verbal and written analysis. • Perform music from each of the key periods of band literature stemming from the late 1800's through today.
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> • Use the assessment feature of the Smart Music computer program to perform at least two works being studied. • Performance at multiple concerts throughout the year. • Contest and Festival participation for the ensemble. • Verbal and Written Critique by other students, adjudicators, and clinicians.
<p style="text-align: center;">Sample Resources</p>	<p><u>Publications</u></p> <ul style="list-style-type: none"> ○ First and Second Suite - Vaughn Williams ○ The Circus Bee - Henry Fillmore ○ Ride - Samuel Hazo ○ Olympiada - Samuel Hazo ○ Ye Banks and Braes O' Bonnie Doon - Percy Granger <p><u>Digital Media</u></p> <ul style="list-style-type: none"> ○ Smart Music Computer assessment program/practice tool

adopted: 4/17/12