

Curriculum Units and Learning Outcomes

Content Area: Symphonic Band (Honors Option Available)	Grade: 9-12
Unit Title: Performance (Ensemble Performance)	
<p>Unit Summary: Students will understand how to perform music using their instruments and voice. Students will demonstrate an understanding of appropriate playing posture and breathing techniques to create a supported tone quality in a performance ensemble. Students will understand and be able to respond to cues of conductor. Students will understand and demonstrate appropriate blend and balance, dynamics, and articulations in the context of full band, orchestra and choral arrangements.</p>	
<p>Massachusetts Standards:</p> <ul style="list-style-type: none"> ● Performing <ul style="list-style-type: none"> ● 1. Select, analyze and interpret artistic work for presentation. Identify advanced strategies musicians use to practice and employ them in readying a musical work for performance. (F.M.P.04) ● 2. Develop and refine artistic techniques and work for presentation. Perform with accuracy and expression works from the vocal or instrumental literature with a level of difficulty of 3, on a scale of 1 to 6; or a comparable scale. (F.M.P.05) ● 3. Convey meaning through the presentation of artistic work. Describe how decisions about a performance are connected to what students want to express, evoke, or communicate. (F.M.P.06) ● Responding <ul style="list-style-type: none"> ● 4. Perceive and analyze artistic work. Analyze the style a musician uses and how it manifests itself in a given musical work. (F.M.R.07) ● 5. Interpret intent and meaning in artistic work. Identify elements from a work that connect it to a specific genre or style. (F.M.R.08) 	

- HSS Connection: Students consider how the distinct sounds of traditional Ghanaian instruments such as the talking drum or seperewa contribute to an overall sense of style. (HSS.WHI.T3.02)
- **6. Apply criteria to evaluate artistic work.** Compare and contrast different rubrics or criteria for evaluating music to identify advantages and disadvantages of each approach. (F.M.R.09)
- Connecting
- **7. Synthesize and relate knowledge and personal experiences to make art.** Describe what has influenced changes in one's own musical style, and musical preferences. (F.M.Co.10)
- **8. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.** Identify the connections between historical and cultural contexts and defining stylistic elements of multiple musical movements (e.g., Aaron Copland's quest for an American sound, or how Billie Holiday's "Strange Fruit" sparked a genre of protest songs). (F.M.Co.11)

Enduring Understandings: Students will understand that:

Creating musical sounds alone and with others is a technical process.

Music has patterns.

Musical experiences can be interpreted and enhanced through tone color, tempo, dynamics, articulation, and timbre.

- How posture and breathing affect tone quality
- How to create blend and balance in the context of a full ensemble setting
- How articulation and dynamics to communicate a composer's intentions and the character of a piece
- What proper performer and audience etiquette looks like
- The relationship between written music and the technical execution of the music with their instruments or voice

Essential Questions:

- How do we communicate through music?
- To what extent is music a form of a language?
- To what extent does playing an instrument helps us to acquire musical skills?
- What is the conductor asking me to do through the non-verbal signals?

Students will demonstrate KNOWLEDGE of:

- How to read music
- How to listen for other parts while performing and distinguish between melody, harmony and accompanying parts
- How to create a supported sound through appropriate breathing techniques
- How to behave appropriately as both a performer and an audience

Students will be SKILLED at:

- Use articulation and dynamics to communicate a composer's intentions and the character of a piece
- Respond appropriately to cues from a conductor
- How to create a supported sound through appropriate breathing techniques and posture

Estimated Duration: All year. To be incorporated with music selected for performances throughout the year