

Course Title – String Ensemble

Implement start year – 2018-2019

Revision Committee Members –

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Unit #2 – Musicianship

Transfer Goal –

Students will be able to independently use their learning to apply all elements of musicianship when performing scales, arpeggios, etudes and String Ensemble literature.

Stage 1 – Desired Results

Established Goals

2014 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

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| <p>Indicator documentation.</p> <p>1.1 Standard. 12. Grade. B. Strand. 1. Indicator.</p> <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> | <p style="text-align: right;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility</p> |
| <p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> scale mastery is the basis for musicianship and the circle of fifths organizes all major and minor key signatures.</p> | <p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does mastery of all key signatures prepare a student to play any musical composition? |

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| <p><i>EU 2</i> the ability to identify and perform, diatonic and chromatic intervals on their instrument is an integral part of being an effective musician.</p> <p><i>EU 3</i> specific tempo, dynamic, articulation, bowing and stylistic markings guide musicians to the accurate interpretation of a composition.</p> <p><i>EU 4</i> the ability to sight sing, sight read and identify melodic and rhythmic dictation are crucial to being an effective musician.</p> | <ul style="list-style-type: none"> • How does a composer decide what key signature will be used for each piece? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why is it important to audiate diatonic and chromatic intervals? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can changes in dynamics affect the audience perception of a musical composition? • How does the conductor's interpretation of a musical piece vary the sound from the composer's intent? • What leeway does a student performer have in the interpretation of tempo, dynamics, articulation and style within an ensemble performance? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What effect does musical literacy have on performing? • Why is aural literacy important? |
| <p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the scales for all major and minor key signatures on the circle of fifths. <p><i>EU2</i></p> <ul style="list-style-type: none"> • the construction and sound of diatonic and chromatic intervals. <p><i>EU3</i></p> <ul style="list-style-type: none"> • the notation symbols and definitions of all dynamic, tempo, articulation, bowing and stylistic markings. <p><i>EU4</i></p> <ul style="list-style-type: none"> • the chromatic solfeggio syllables. • the rhythm value relationships. • the intervallic relationships of an aural melody. | <p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify the major and minor key by looking at the key signature on the staff. • perform all major and minor scales on their instruments. • identify the relationships between key signatures on the circle of 5ths. <p><i>EU2</i></p> <ul style="list-style-type: none"> • compose and identify diatonic and chromatic intervals. • perform intervals with proper intonation on their instrument. <p><i>EU3</i></p> <ul style="list-style-type: none"> • accurately execute all expressive markings in a piece of orchestral literature. <p><i>EU4</i></p> <ul style="list-style-type: none"> • apply solfeggio syllables to perform sight singing examples. • notate aural rhythmic and melodic examples. |

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| | <ul style="list-style-type: none">• Instrumentally perform sight reading examples |
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| Stage 2 – Assessment Evidence | |
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| Other Recommended Evidence: | |
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| <ul style="list-style-type: none">• Listening quizzes on intervals.• Scale testing.• Written test on musical terms.• Sight singing tests.• Melodic and rhythmic dictation tests. | |
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Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Participate in a physical representation of whole and half steps by sitting in a row of twelve chairs (A)
- Participate in oral response drills as intervals are played on the piano (A)
- Teacher models whole steps and half steps on their instrument (A)
- Use online resources to memorize dynamic, tempo, articulation and stylistic terms and symbols (A)
- Group themselves by instrument and participate in interval repetition drills (A)
- Identify and notate rhythms played on the piano by the teacher (M)
- Notate short melodies played on the piano by the teacher (M) (T)
- Identify correct and incorrect intervals in written examples by counting half steps (M)
- Perform daily sight singing exercises (M) (T)
- Identify various articulations demonstrated by the teacher (M) (T)
- Write and play expressive markings in an unmarked piece of music (T)
- Identify chord texture from literature by analyzing intervals played on ensemble instruments (T)
- Transfer the whole and half step formula to perform scales on their instrument (T)
- Lead a rehearsal of a familiar piece emphasizing their own interpretation of marked expression (T)