

Course Title – String Ensemble

Implement start year – 2018-2019

Revision Committee Members –

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Unit # 3 – Performance

Transfer Goal –

Students will be able to independently use their learning of musical aesthetics to perform in rehearsals, concerts, and recitals.

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

<p>Indicator documentation.</p> <p>1.1 Standard. 12. Grade. B. Strand. .1 Indicator.</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>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.2.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> the professional appearance and behavior of the ensemble has an effect on the overall performance and on the audience's experience.</p> <p><i>EU 2</i> interpreting the multiple genres of cultural and historical orchestral literature will enhance the quality of the performance through stylistic accuracy.</p> <p><i>EU 3</i></p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is the performer's responsibility to the audience? • How does the physical appearance affect the audience's perception of the string ensemble? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does knowledge of musical eras translate to the interpretation of phrasing? • How does the musical era of a composition dictate the size and instrumentation of the string ensemble? <p><i>EU 3</i></p>

<p>interpretation allows for the freedom of musical expression within the confines of the composer's intent.</p> <p><i>EU 4</i> performing in public provides a service to the community and demonstrates the importance of music in society.</p> <p><i>EU 5</i> membership in an ensemble is important in the development of commitment, character and professionalism.</p>	<ul style="list-style-type: none"> • How much liberty does an ensemble have in the interpretation of a composition? • How does a conductor decide how to interpret a specific music composition? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How does performing for an audience enhance the level of an ensemble's musical achievement? • How does music add to a society's culture? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • What are the expectations of a student in an ensemble? • What are the consequences of an individual's actions on the ensemble?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the expectations of stage appearance and behavior. <p><i>EU2</i></p> <ul style="list-style-type: none"> • the different genres and periods of orchestral literature, including the Baroque, Classical, Romantic and Modern eras as well as music from other cultures. <p><i>EU3</i></p> <ul style="list-style-type: none"> • the elements of musical expression (dynamics, phrasing and tempo). <p><i>EU4</i></p> <ul style="list-style-type: none"> • music's role in the community. <p><i>EU5</i></p> <ul style="list-style-type: none"> • the fundamentals of commitment. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • listen, identify and analyze the characteristics of a quality performance from the standpoint of etiquette. <p><i>EU2</i></p> <ul style="list-style-type: none"> • apply the characteristics of musical performance that distinguish the various genres and musical eras. <p><i>EU3</i></p> <ul style="list-style-type: none"> • perform a piece of music with proper interpretation of dynamics, phrasing and style. <p><i>EU4</i></p> <ul style="list-style-type: none"> • perform for public events. <p><i>EU5</i></p> <ul style="list-style-type: none"> • prepare for and attend all rehearsals and performances of the ensemble.

Stage 2 – Assessment Evidence

Other Recommended Evidence:

- The student will rehearse music from different musical eras and use historically accurate interpretation.
- The student will keep a practice log.
- Individual testing using the department developed rubric.
- Performance quizzes

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Identify different styles and phrasing techniques in a variety of orchestral pieces and performances (A)
- Watch and discuss videos of another orchestra demonstrating the proper use of performance etiquette (A)
- Adhere to the proper dress code and exhibit appropriate behavior during concerts and other performances (M)
- Perform with the string ensemble in at least two major concerts during the school year (T)
- Write a critique of their concert, evaluating musical elements (T)
- Perform in small and large groups for school and community events (T)
- Research local community organizations to identify possible performance opportunities (A)
- Write an essay on the availability of cultural events and their importance to the community (M)
- Watch video presentations of music from other cultures (A)
- Compare and contrast music techniques that are specific to cultures from around the world (M)
- Perform music literature that represents the multicultural experience (T)
- Participate in a class meeting to generate rules and expectations for attendance and participation in wind ensemble rehearsals and performances (T)
- Attend open rehearsals of the Philadelphia Orchestra or Sounds of Learning Opera in Philadelphia (M)

