

Visual and Performing Arts: Performing Arts
Music: Band (NCAS Anchor Standard #4)
Select, Analyze, and Interpret Artistic Work for Presentation
Unit 1: Analyze

Essential Understandings	<ul style="list-style-type: none">Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance
Essential Questions	How does understanding the structure and context of musical works inform performance?
Essential Knowledge	<ul style="list-style-type: none">Musicians analyze the structure of music to better understand and perform it.Musicians understand the impact of history and culture on repertoire.Musicians perform repertoire that is written and/or improvised.Musicians use music vocabulary to analyze and describe music.
Vocabulary	<ul style="list-style-type: none"><u>Terms:</u> Melody, harmony, harmonic structure, key, major, minor, texture, timbre, rhythm, tempo, meter, articulations, dynamics, style, genre, historical context, purpose
Essential Skills	<ul style="list-style-type: none">Demonstrate understanding of theoretical and structural elements of music.Read and perform music at a developmentally appropriate levelInterpret symbols and terms encountered in notated music using music vocabulary accurately and appropriately.Demonstrate and explain an understanding of history and culture and its influence in a prepared and/or improvised composition.

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Standards: Maine Learning Results Standards And National Core Arts Standards	<p>A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.</p> <p>A1. Music Difficulty: Students accurately perform music that includes changes of tempo, key, and meter in modest ranges with moderate technical demands, 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 a music performance.</p> <ul style="list-style-type: none">a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 meter signatures.b. Read simple melodies in both the treble and bass clef.c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. <p>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.</p> <p>B. Creation, Performance, and Expression – Students create, perform, and express through the art discipline.</p> <p>B1. Style/Genre: Students perform music of various styles and genres that includes changes of tempo, key, and meter in modest ranges with moderate technical demands accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.</p> <p>B2. Composition: Students compare musical ideas expressed in their own compositions or the compositions of others.</p> <p>C. Creative Problem Solving – Students approach artistic problem-solving using multiple solutions and the creative process.</p> <p>C1. Application of Creative Process: Students describe and apply creative-thinking skills that are part of the creative-problem-solving process.</p> <ul style="list-style-type: none">a. Fluencye. Analysis
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	<p>D. Aesthetics and Criticism – Students describe and analyze, interpret, and evaluate music.</p> <p>D1. Aesthetics and Criticism: Students compare and analyze art forms.</p> <ol style="list-style-type: none">Compare and analyze art forms by applying grade span appropriate concepts, vocabulary skills, and processes as reference in Standard A: Disciplinary Literacy.Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.Compare the effectiveness of selected media, technique, and processes in communicating ideas.Explain and compare different purposes of artists and art work in the context of time and place. <p>E. Visual and Performing Arts Connections – Students understand the relationship among the arts, history and world culture; and they make connections among the arts to other disciplines, to goal-setting, and to interpersonal interaction.</p> <p>E1. The Arts and History and World Cultures: Students compare products of the visual/performing arts to understand history and/or world cultures.</p> <p>E5. Interpersonal Skills: Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.</p> <ol style="list-style-type: none">Getting along with others.Respecting differences.Working as a team/ensemble.Managing conflict.Accepting/giving/using constructive feedback. <p>MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances</p> <p>MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances</p> <p>MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances</p>
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	<p>MU:Pr4.2.E.IIa Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.</p> <p>MU:Pr4.2.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.</p>
Sample Lessons And Activities	<ul style="list-style-type: none"> • Sight reading activities as warm-ups, within repertoire, in Individual portfolios, as audition requirements, as festival requirements • Rhythm reading activities as warm-ups, within repertoire, in Individual portfolios, as audition requirements, as festival requirements • Developing technical skills that support a wide variety of styles and genres. • Scales as warm-ups, within repertoire, in individual portfolios, As audition requirements , as festival requirements, Recognition of scale passages and their use in music selections, understanding the scale, Key signatures, Circle of fifths • Analyzing form in repertoire within the ensemble rehearsal and as part of personal practice • Listening to musical examples of diverse style and genre • Creating a repertoire that is diverse in genre, style and culture as ensemble and individuals • Repertoire choices allowing for the development of a wide variety of styles and genres • A varied range of rehearsal and performance opportunities • A varied range of ensemble and solo opportunities
Sample Classroom Assessment Methods	Rehearsal Observation, Student Recordings/Portfolio, Rehearsal Part Checks, Performances
Sample Resources	Current band literature at an appropriate performance level (music library), technique workbook, SmartMusic, audio/video recordings, appropriate digital apps