

**Brunswick School Department
Wind Ensembles
Unit**

Draft 4/17/12

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 a few 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 ○ Grace 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 A1.Music Difficulty</p> <p>Students perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform</p>

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	<p>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</p> <p>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</p> <p>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; symbols and terminology.</p> <p>C. Creative Problem Solving C1. Application of Creative Process</p> <p>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</p> <p>Students analyze and evaluate art forms.</p> <p>E. Visual and Performing Arts Connection E1. The Arts and History of World Cultures</p> <p>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</p> <p>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
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	h. Following established rules/ etiquette for observing/listening to art.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Use the Smart Music program to practice each style being performed. ▪ Use the Smart Music program to practice each selection being performed ▪ 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.
Sample Classroom Assessment Methods	<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.
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <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 Grainger ▪ <u>Digital Media:</u> <ul style="list-style-type: none"> ○ Smart Music Computer assessment program/ practice tool