

Music

Brunswick School Department Performing Arts Wind Ensembles Grades 9-12 Unit 2: Interpreting Styles of Music

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 is necessary to interpret two different styles of music at a Grade 3.4 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">▪ An instrumentalist must have an understanding of more advanced music theory, notation, and vocabulary.▪ An instrumentalist must have more advanced knowledge of at least a few 3 to 4 different styles or genres of music.▪ An instrumentalist accurately evaluates his/her own music performance based upon proper style and interpretation.▪ An instrumentalist needs to understand moderate to advanced rhythm especially as it applies to the various periods/styles being studied.
Vocabulary	<ul style="list-style-type: none">▪ <u>Terms:</u><ul style="list-style-type: none">○ dynamics, appoggiatura, mordent, advanced articulations, melodic contouring of phrasing and dynamics
Essential Skills	<ul style="list-style-type: none">▪ Demonstrate specific advanced stylistic skill in interpreting two musically different selections.▪ Use various advanced techniques in performance characteristics of the style of music being performed.

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<p>Related Maine Learning Results</p>	<p><u>Music</u></p> <p>A. Disciplinary Literacy</p> <p style="padding-left: 20px;">A1. Music Difficulty</p> <p style="padding-left: 40px;">Students perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique alone or with others.</p> <p style="padding-left: 20px;">A2. Notation and Terminology</p> <p style="padding-left: 40px;">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</p> <p style="padding-left: 20px;">B1. Style/Genre</p> <p style="padding-left: 40px;">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</p> <p style="padding-left: 20px;">C1. Application of Creative Process</p> <p style="padding-left: 40px;">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</p> <p style="padding-left: 20px;">D1. Aesthetics and Criticism</p> <p style="padding-left: 40px;">Students analyze and evaluate art forms.</p> <p>E. Visual and Performing Arts Connection</p> <p style="padding-left: 20px;">E1. The Arts and History of World Cultures</p> <p style="padding-left: 40px;">Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</p> <p style="padding-left: 20px;">E5. Interpersonal Skills</p> <p style="padding-left: 40px;">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. h. Following established rules/etiquette for observing/listening to art.
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Sample Lessons And Activities	<ul style="list-style-type: none">▪ Use the SmartMusic program to practice each style being performed.▪ Listen to more than one professional performance of each style being performed.
Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Use the assessment feature of the SmartMusic computer program to perform at least two styles being studied.▪ Aural quiz for recognition of at least three contrasting styles of music with written validations.
Sample Resources	<ul style="list-style-type: none">▪ <u>Videos:</u><ul style="list-style-type: none">○ SmartMusic program videos and listening examples of a soloist performing each contrasting style.