

**Unit 4: Concert Performance Assessment****Estimated Time: 9 Weeks****Course Level Expectations:**

6.1 Analyze and describe teacher-selected listening examples using correct music vocabulary.

6.2 Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.

7.1 Use selected criteria to evaluate the intent and quality of a composition.

7.2 Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.

**Prerequisite Skills:****Communication:** Expresses ideas through musical performance.**Historical Awareness:** Prepare, analyze, rehearse and perform a variety of materials including concert band literature, band methods and other reference sources.**Acquiring Information:** Be able to read to music. Use tuners, metronomes and technology sources.**Analysis of Data and Problem Solving:** Identify relevant factual materials; classify information by source, chronology, and importance; critically examine data from a variety of forms; compare and contrast data; note cause and effect relationship and draw inferences from a variety of data; predict likely outcomes and recognize cases in which more than one interpretation of data is valid; test the validity of the information using criteria as source, objectivity, technical correctness and accuracy.**Essential Questions:**

- 1) How do I prepare myself to play with a concert band?
- 2) What should a concert band sound like?
- 3) What is the correct musical style?
- 4) How is the concert band evaluated and adjudicated?

**Unit Vocabulary:** Tone quality, Pitch, Technique, Rhythmic accuracy, Pulse, Interpretation, Repertoire, Dynamics, Phrasing, Performance etiquette. Additional vocabulary terms should be determined by the current repertoire being prepared.

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p><b>Performance Indicators Teacher</b>—as documented through teacher observation—</p> <p>6.1 Analyze and describe selected music examples using correct music vocabulary.</p> <p>6.2 Analyze and describe selected music examples emphasizing compositional devices.</p> <p>7.1 Listen to a selected</p>	<p>6.1.1 Describe a given listening example using basic music terminology and following specified guidelines.</p> <p>6.1.2 Describe, including the form, a given listening example using appropriate music vocabulary.</p> <p>6.1.3 Describe, including form and genre, a given listening example using appropriate music vocabulary.</p> <p>6.1.4 Describe in writing, including form and genre, a given listening example using appropriate music vocabulary.</p>	<p>Group analysis of music fundamentals.</p> <p>Scale and percussion rudiments assessment.</p> <p>Assessment of selected excerpts from repertoire to be performed.</p> <p>Self-Assessment and teacher assessment from performance recordings.</p>	<p><i>Alternative Rehearsal Techniques</i> by Ed Lisk</p> <p><i>Foundations for Superior Performance: Warm-ups &amp; Techniques for Band</i> by Richard Williams and Jeff King</p> <p><i>TIPPS: Tone, Intonation, Phrasing, Precision, Style</i> by Nilo W. Hovey</p> <p><i>101 Rhythmic Rest Patterns</i> by Grover C. Yaus</p> <p><i>I Recommend</i> by James D. Ployhar</p> <p><i>Treasury Scales</i> by Leonard B Smith</p>	<ol style="list-style-type: none"> <li>1. History</li> <li>2. Dance</li> <li>3. Theatre</li> <li>4. Visual Arts</li> <li>5. Information Technology</li> <li>6. Engineering</li> </ol>

<p>work and theorize, through discussion, about the composer's intent.</p> <p>7.2 Listen to a selected work and evaluate, written or oral, the performance.</p>	<p>6.2.1 Use appropriate terminology to describe a given listening example.</p> <p>6.2.2 Analyze and describe a given listening example identifying compositional devices as directed by the teacher.</p> <p>6.2.3 Analyze and describe a given listening example identifying compositional devices and techniques as directed by the teacher.</p> <p>6.2.4 Analyze and describe given listening examples in various genres, identifying compositional devices and techniques that make the piece unique, interesting, and/or expressive.</p> <p>7.1.1 Evaluate the quality of a Grade III composition using basic music vocabulary and following teacher-provided parameters.</p> <p>7.1.2 Evaluate, using teacher-provided criteria and appropriate music vocabulary, the intent and quality of a Grade III or IV composition.</p> <p>7.1.3 Develop criteria to evaluate the quality of a music composition.</p> <p>7.1.4 Use a student-developed criteria to evaluate the intent and quality of a given music composition.</p> <p>7.2.1 Examine criteria to evaluate a live or recorded musical performance using appropriate music vocabulary and following teacher-provided parameters.</p> <p>7.2.2 Develop criteria to evaluate a live or recorded musical performance using appropriate music vocabulary and following teacher-provided parameters.</p> <p>7.2.3 Use student-developed criteria to evaluate a live or recorded musical performance.</p>	<p>External evaluation and adjudication (tapes and sheets).</p>	<p><i>16 Bach Chorales</i> arr. by Lake</p> <p><i>Symphonic Band Technique</i> by Tom C. Rhodes and Donald Bierschenk</p> <p><b><a href="http://www.jwpepper.com">www.jwpepper.com</a></b></p> <p><b><a href="http://www.mtsboa.org">www.mtsboa.org</a></b></p>	
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	7.2.4 Use student-developed criteria to evaluate a live or recorded musical performance and list suggestions to improve the performance.			
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