

# Objectives

---

Course objectives for *Ensemble Performance* are placed into three main categories:

- APPRECIATION
- SKILLS
- SYNTHESIS AND TRANSFER OF LEARNING

## APPRECIATION

Students will develop an appreciation of music as an art form through ensemble performance.

In so doing, students:

- a. acquire and develop aesthetic sensitivity through affective response to musical experiences, e.g., playing, singing, listening, and improvising.
- b. learn about and are given the opportunity to express feelings, emotions, and understandings through the ensemble experience, including solo, soli, and tutti musical experiences.
- c. experience bonding through mutual sensitivity which facilitates musical expression and shared aesthetic experience.
- d. develop awareness of the relationship of music to their own culture and society at large.
- e. develop an understanding of the way music reflects social, historical, and political ideals and practices.
- f. acquire an awareness of the artistic motivation and creation of ideas as they relate to specific literature.
- g. develop potential for participating in the ongoing artistic experience, e.g., performing, composing, listening, and improvising.

**Students will contribute to the musical experience of the ensemble.**

It is important that students be given the opportunity to contribute to group efforts. Students begin their individual contribution to the ensemble musical experience initially through their membership in that group.

The opportunity for an ensemble musical experience requires the existence of an ensemble mentality necessary for group endeavours. Therefore, by belonging, the student is contributing. The individual contribution is necessary for musical experiences of this nature to be realized.

## **SKILLS**

**Students will develop musicianship skills.\***

Students will develop musicianship skills in the areas of:

- AURAL PERCEPTION
- NOTATION
- MUSIC READING
- MUSICAL EXPRESSION

These will include skills relating to melody, harmony, meter/rhythm, form, and expressive devices.

Melody (intervals, contours, patterns, variations, motivic devices)

Harmony (tonalities, chords, progressions, cadences, scales, rhythm, intonation, voicing, consonance, dissonance)

Meter/Rhythm (pulse, patterns, variations)

Form (structure, design, balance, symmetry)

Expressive devices (dynamics, articulation, tempo, phrasing, density)

Intonation (perceiving, adjusting, improving)

**Students will play and sing adequately for the performance level of the ensemble.\***

Students will develop those skills required to demonstrate proficiency at the performance level of the ensemble. These skills will be addressed in light of the following broader concepts:

- literacy
- tone production
- rhythm
- meter
- dynamics
- intonation
- sightreading
- synthesis
- interpretation
- range
- articulation
- transposition
- style

**Students will discriminate between various ensemble sounds and understand the role of individual voices or instruments within the ensemble.**

In so doing, students will:

- a. recognize the families of instruments/voices and their specific functions in the ensemble.
- b. recognize and understand the role of individual instruments/voices and combinations of instruments/voices in the ensemble setting.
- c. gain an understanding of the function(s) of various parts, as they relate to the work as a whole.
- d. demonstrate an awareness and understanding of the importance of blend and balance to the overall performance.

**Students will recognize and respond appropriately to gesture and other forms of nonverbal communication by the conductor.**

Students will:

- a. learn to recognize standard conducting patterns and gestures of various meters and styles.
- b. demonstrate this knowledge by responding to those gestures appropriately, focusing on phrasing, articulation, dynamics, tempo, rubato, entrances, and releases.
- c. gain an awareness of the importance of communication between individual members of the ensemble.

**Students will understand how sounds are produced by voices and instruments.**

Students will learn about:

- a. the sound production of voices/instruments.
- b. the capabilities, limitations and special characteristics of each voice/instrument.
- c. acoustical properties peculiar to their musical ensemble.

**Students will analyze group ensemble performances using appropriate terminology.**

Students will develop critical thinking and analysis skills relating to musical criteria through listening to themselves and other musical groups, e.g., recordings, concerts, and festivals. The musical criteria will include balance, blend, tone, intonation, interpretation, tone colour, precision and, where appropriate, diction, vocal colour, and vowels. As well, groups are encouraged to record and critically analyze their own work.

**Students will advance individual performance skills.\***

Students will advance their individual performance skills through the ongoing study and development of range, dexterity, articulation, tone production, intonation, flexibility, posture, breathing, vocal production, diction, and vowels as each relates to individual instruments and voices.

**Students will develop an understanding of various musical styles.**

Students will develop an understanding of the characteristics of various musical styles through exposure and performance. These styles might include art music, jazz, rock, folk, musical theatre, country and western, alternative and avant-garde music.

**Students will perform and recognize music of different eras and cultures.**

Ensemble repertoire will introduce students to music of different eras, up to and including present day. This may involve distinguishing differences between musical functions within various eras. Repertoire should be selected which reflects the characteristics and performance practices associated with various styles, eras and cultures.

**SYNTHESIS AND TRANSFER OF LEARNING**

Students will understand, synthesize, and transfer to other musical works or settings, generic concepts of musical performance. These include skill development as well as concepts of articulation, phrasing, tone quality, interpretation, nuance, and embellishment.

\* Choral and instrumental teachers should refer to *Instrumental Music: An Administrative and Curricular Guide* (p. 9-18) for a detailed description of these elements.