5.1 Musicians deliberately use expressive elements to create and perform.

Thursday, May 07, 2015   8:36 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)

9.1.5.A, 9.1.5.B, 9.1.5.C
 	
Objectives:
• Students will be able to identify tempo markings, fortissimo, and pianissimo and apply them to performance.
• Students will be able to read rhythms containing dotted quarter-eighth and eighth-2 sixteenth combinations (1 &a, 1e&).
• Students will be able to read rhythms in 6/8 meter.
• Students will be able to read and perform marcato markings.
• Students will be able to follow a musical road map that uses coda and D.C. al coda.
• Students will be able to build tonic and dominant chords in C major by identifying thirds and fifths.
• Students will be able to identify the function of an accidental.
• Students will be able to identify and apply basic techniques of sightreading.
	Students will be able to count and clap dotted quarter eighth patterns in an unfamiliar piece.
	
	Teacher will check for accuracy and record results.
		Concepts:
		• Tempo
		  ○ Lento
		  ○ Ritardando
		  ○ Accelerando
		• Eighth-2 sixteenth combinations (1 &a, 1e&)
		• Dotted quarter-eighth
		• Meter: 6/8 - dotted half, dotted quarter, three eighths, quarter-eighth
		• Marcato
		• Coda
		• D.C. al coda
		• Fortissimo
		• Pianissimo
		• Chord
		• Intervals: third, fifth (C major)
		• Dominant (S T R)
		• Accidental
		• Natural
		
		Competencies:
		• Identify tempo markings, fortissimo, and pianissimo and apply them to performance
		• Read rhythms containing dotted quarter-eighth and eighth-2 sixteenth combinations (1 &a, 1e&)
		• Read rhythms in 6/8 meter
		• Read and perform marcato markings
		• Follow a musical road map that uses coda and D.C. al coda
		• Build tonic and dominant chords in C major by identifying thirds and fifths
		• Read accidentals
		• Basic techniques of sightreading
			• Lento
			• Ritardando
			• Accelerando
			• Marcato
			• Coda
			• D.C. al coda
			• Fortissimo
			• Pianissimo
			• Chord
			• Intervals
			• Third
			• Fifth
			• Dominant
			• Accidental
			• Natural
				Review note value chart and clap and count rhythms containing quarter and eighth note values.
				
				Practice clapping rhythm in context of familiar songs.
				
				Identify dotted quarter eighth rhythm in song sheets by highlighting.
				
				Practice clapping and counting rhythm in group and in solo.
				
				How does the use of the dotted quarter eighth note affect the feeling of the music?

Materials and Resources

Rhythm flash cards.
rhythm sheets and highlighters.
drums

5.2 People can choose techniques with voices and/or instruments to communicate an intended idea.

Friday, May 29, 2015   10:14 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.2.5.B Objectives: • Students will be able to improvise on a blues scale using recorder, voices, and mallet instruments. • Students will be able to create accompaniment patterns with tremolo using a blues scale. • Students will be able to identify glissando and scat as characteristic techniques/ornaments of the blues. • Students will be able to contrast the instrumentation of Dixieland combos and big bands. • Students will be able to perform a descant above a main melody.	Students will create improvised solos within a given call and response framework. Record student performance and assess with teacher checklist.	Concepts: • Blues scale (E G A Bb B D) • Blue note • Accent on beats 2 and 4 • Tremolo • Glissando • Scat • Dixieland combo, big band • Descant Competencies: • Improvise on a blues scale using recorder, voices, and mallet instruments • Create accompaniment patterns with tremolo using a blues scale • Identify glissando and scat as characteristic techniques/ornaments of the blues • Contrast the instrumentation of Dixieland combos and big bands	• Blues scale • Blue note • Glissando • Tremolo • Scat • Dixieland combo • Big band • Descant	Listen to examples of call and response in a blues recording. Discuss and describe how the musicians converse musically. Students will practice in ensemble creating calls and responses. How do musicians improvise music?

Materials and Resources

 audio recording and playback equipment
barred instruments, drums, recorders

5.3 There are styles of music that are specifically written to persuade.

Friday, May 29, 2015   10:14 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.J Objectives: • Students will be able to play a basic 12-bar blues progression. • Students will be able to create a variation based on a theme. • Students will be able to compose a jingle.	Students will create a variation on a given theme. Teacher and student will assess via teacher rubric.	Concepts: • 12-bar blues • Jingle • Theme and variations Competencies: • Play a basic 12-bar blues progression I I I I IV IV I I V IV I I • Compose a jingle • Perform a theme and create a variation	• 12-bar blues • Jingle • Theme and variations	Examine examples of theme and variation in other areas, e.g., trees. cars. etc. Examine musical examples of theme and variation. Discuss what the variation consists of. e.g., rhythm, added tones, change of style, embellishment. Using a short melodic excerpt, students will choose a way to vary the theme (rhythm variation, melodic, etc.) and practice writing a variation. How do variations affect the expression of the music?

Materials and Resources

Student access to internet-connected computers
barred instruments, drums and recorders
Promethean board
pencil and staff paper
audio and audio playback equipment

5.4 Music serves an important function in culture.

Friday, May 29, 2015   10:15 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.D, 9.2.5.E, 9.2.5.F, 9.2.5.G, 9.2.5.I Objectives: • Students will be able to interpret language in code songs and songs of social conscience • Students will be able to give examples and explain motivation behind a song of social conscience • Students will be able to match geography and events in history to key milestones in the development of the blues.	Students will describe the geography of New Orleans and the various peoples that migrated there in the early 1900's. Describe how the musical contributions of these people came together. Teacher and student will assess via teacher generated rubric.	Concepts: • Code songs, e.g. Follow the Drinking Gourd • Songs of social conscience, e.g. protest songs • Development of the blues Competencies: • Interpret language in code songs and songs of social conscience • Give examples and explain motivation behind a song of social conscience • Relate geography and events in history to the development of the blues	• Code songs • Blues	Examine a map of New Orleans and compare it to Pittsburgh and list common geographic features. Discuss how the geographic features affect the movement of people, their lifestyle and their music. Read through and discuss various resources, e.g., http://www.pbs.org/jazz/places/. How does where you live affect musical styles that you listen to and perform?

Materials and Resources

http://www.pbs.org/jazz/places/
Pencil and note paper
Map of New Orleans, Pittsburgh, United States, World Map

5.5 People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.

Friday, May 29, 2015   10:15 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.3.5.A, 9.3.5.E, 9.3.5.F Objectives: • Students will be able to state a personal opinion about the quality of music and support with details. • Students will be able to compare opposing opinions.	Student will state a personal opinion about the quality of a given performance and support with details. e.g., https://www.youtube.com/watch?v=dm-KsLytcW0 Assess via teacher generated rubric.	Concepts: • Intuitive criticism Competencies: • State a personal opinion about the quality of music and support with details • Find an opposing opinion and make comparisons	• Intuitive criticism	Read and discuss an example of intuitive criticism. www.musicalcriticism.com Discuss what the opinion is. Discuss and highlight supporting statements. Watch and example as a class. Students will write a personal opinion on the performance. Share and debate opinions with a partner. Why do we have opinions?

Materials and Resources

www.musicalcriticism.com

http://www.gregsandow.com/crit_class/assignments.pdf

Video and video playback equipment
pencil and notebook paper.

5.6 The various choices that a composer or performer makes can affect the way an audience perceives the work.

Friday, May 29, 2015   10:15 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.2.5.A, 9.2.5.B, 9.2.5.C, 9.2.5.D, 9.2.5.J, 9.4.5.B, 9.4.5.C, 9.4.5.D Objectives: • Students will be able to identify/decode/explain the messages in different types of music.	Given the song "Follow the Drinkin' Gourd," students will decode the hidden message in the song. Teacher will assess via checklist.	Concepts: • Music can be perceived in different ways by different groups (intended audience and casual audience), e.g. language in code songs, elements of popular culture, quoting other pieces of music Competencies: • Speculate on a work's perceived messages for different audiences	No new vocabulary	Examine historical background of the underground railroad and the use of coded language to convey messages for escape. Provided a coded example, students will highlight what they think is coded language and then compare that to a decoded version. How does coded language affect our everyday language?

Materials and Resources
Song sheet for "Follow the Drinkin' Gourd" Example of coded language and decoded language.