

## 4.1. Musicians practice individually and rehearse as a group to improve and refine their skills.

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, 9.1.5.G  Objectives: <ul style="list-style-type: none"> <li>Students will be able to read and perform music, interpreting the specified tempo and dynamics.</li> <li>Students will be able to place bar lines to indicate meter: 2/4, 3/4, 4/4.</li> <li>Students will be able to read and play pick up notes.</li> <li>Students will be able to aurally differentiate between major and minor.</li> <li>Students will be able to visually and aurally identify and sing pitches that step, skip, and leap.</li> <li>Students will be able to visually and aurally identify and sing melodic patterns: D M S, D R M F S, D S.</li> <li>Students will be able to sing the tonic after performing a piece of music</li> <li>Students will be able to follow a musical road map that uses first and second endings, D.C., D.S., and fine.</li> <li>Students will be able to point out improvements in performance due to practice and/or rehearsal.</li> <li>Students will be able to demonstrate correct posture, .</li> <li>Students will be able to describe the purpose of a warm up.</li> <li>Students will be able to demonstrate performance etiquette.</li> <li>Students will be able to produce a controlled tone using appropriate articulation.</li> <li>Students will be able to identify behaviors that affect vocal health.</li> <li>Students will be able to identify elements of an</li> </ul>	Students will generate a plan to protect their own voices taking into account activities that they are involved in.	Concepts: <ul style="list-style-type: none"> <li>Tempo               <ul style="list-style-type: none"> <li>Allegro</li> <li>Moderato</li> <li>Andante</li> </ul> </li> <li>Pick up notes</li> <li>Meter: 2/4, 3/4, 4/4</li> <li>Bar line</li> <li>Measure</li> <li>La-based natural minor (solfege)</li> <li>Tonic</li> <li>First and second endings</li> <li>Da capo (D.C.)</li> <li>Del segno (D.S.)</li> <li>Fine</li> <li>Steps, skips, leaps</li> <li>Triad (D M S)</li> <li>Accuracy improves with practice and rehearsal.</li> <li>Vocal health</li> <li>Posture</li> <li>Practice routine</li> <li>Warm up</li> <li>Performance etiquette</li> <li>Breathing</li> <li>Articulation</li> <li>Tone production</li> <li>Vowels</li> <li>Consonants</li> <li>Diction</li> <li>Treble clef</li> <li>Ledger lines</li> </ul> Competencies: <ul style="list-style-type: none"> <li>Count the number of measures in a piece of music and find a specific measure</li> <li>Read and sing pick up notes</li> <li>Apply a range of dynamics - forte, mezzo forte, piano - to performance</li> <li>Aurally recognize and read melodic patterns: D M S, D R M F S, D S</li> <li>Sing the tonic after performing a piece of music</li> <li>Follow a musical road map that uses first and second endings, D.C., D.S., and fine.</li> <li>Differentiate between major and minor</li> <li>Demonstrate correct posture</li> <li>Understand the purpose of a warm up</li> <li>Demonstrate performance etiquette</li> <li>Produce controlled tone using appropriate articulation</li> <li>Recognize behaviors that affect vocal health</li> <li>Identify elements of an effective practice routine</li> <li>Control breath and breathe from the diaphragm</li> <li>Produce long vowel tones</li> </ul>	<ul style="list-style-type: none"> <li>Tempo</li> <li>Allegro</li> <li>Moderato</li> <li>Andante</li> <li>Pick up notes</li> <li>Meter</li> <li>Bar line</li> <li>Measure</li> <li>Minor</li> <li>Tonic</li> <li>First and second endings</li> <li>Da capo (D.C.)</li> <li>Del segno (D.S.)</li> <li>Fine</li> <li>Steps, skips, leaps</li> <li>Triad (D M S)</li> <li>Vocal health</li> <li>Posture</li> <li>Practice routine</li> <li>Warm up</li> <li>Performance etiquette</li> <li>Breathing</li> <li>Articulation</li> <li>Tone production</li> <li>Vowels</li> <li>Consonants</li> <li>Diction</li> <li>Treble clef</li> <li>Ledger lines</li> </ul>	Students will brainstorm what type of actions might be harmful, nurturing, and destructive to the voice.  Students will generate a plan to protect their own voices taking into account activities that they are involved in.  What are ways that you could be mindful of your vocal use?

<p>effective practice routine.</p> <ul style="list-style-type: none"><li>• Students will be able to control breath and breathe from the diaphragm.</li><li>• Students will be able to produce long vowel tones.</li><li>• Students will be able to articulate consonants.</li><li>• Students will be able to read notes using ledger lines on a treble staff.</li></ul>		<ul style="list-style-type: none"><li>• Articulate consonants</li><li>• Read notes on treble staff using ledger lines</li></ul>		
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Materials and Resources				
<p>Piano Repertoire Interactive Whiteboard</p>				

## 4.2. Different groups of voices and/or instruments have different sounds.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.H, 9.1.3.J  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to track music on multiple staves.</li> <li>• Students will be able to read and sing tied and slurred notes.</li> <li>• Students will be able to match pitch between larger intervals and in an extended range.</li> <li>• Students will be able to blend their sound within an ensemble.</li> <li>• Students will be able to identify when they are singing melody and accompaniment.</li> </ul>	Students will listen to a recording of themselves performing a short passage with the teacher/others.  They will identify at what points they are blending or <i>sticking out</i> and list what they could do to correct when they are <i>sticking out</i> .	Concepts: <ul style="list-style-type: none"> <li>• Range</li> <li>• Ensemble</li> <li>• Tied notes</li> <li>• Slur</li> <li>• Blend</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Track music on multiple staves</li> <li>• Develop awareness of different types of ensembles</li> <li>• Read and perform tied and slurred notes</li> <li>• Match pitch between larger intervals and in an extended range</li> <li>• Participate as a member of an ensemble, working to blend their sound with the group</li> <li>• Identify when they are singing melody and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>• Range</li> <li>• Ensemble</li> <li>• Tied notes</li> <li>• Slur</li> <li>• Blend</li> </ul>	Teacher will play examples of people singing 2-3 part music blending and with one person sticking out.  They will then be recorded playing a short passage with the teachers/others.  They will then listen to the recording of that passage while following a score and mark at what points the music is not blended and write how the problem would be remedied (ie. Adjust volume/tone/intonation).  How does a well-blended sound make you feel as opposed to a performance where one part sticks out.
<b>Materials and Resources</b>				
Piano Repertoire Interactive Whiteboard				

### 4.3. There are styles of music that are written to communicate ideas.

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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.A, 9.2.5.C, 9.2.5.E  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to differentiate between swing and straight rhythms.</li> <li>• Students will be able to apply elements of expression to enhance performance and communication of American folk and world music.</li> </ul>	Students will perform songs they already know in a traditional and swing style.  Teacher will use a checklist to note student success.	Concepts: <ul style="list-style-type: none"> <li>• Swing vs. straight (uneven and even rhythm)</li> <li>• Elements of expression in vocal performance</li> <li>• Styles of vocal music: American folk, world</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Recognize differences between swing and straight rhythms</li> <li>• Apply elements of expression to enhance performance and communication of American folk and world music</li> </ul>	<ul style="list-style-type: none"> <li>• Swing</li> <li>• Straight</li> <li>• Expression</li> </ul>	Teacher will sing "Scooby Doo" theme song to demonstrate swing notes.  Teacher will draw eighth notes on the board and have the students note if they are all the same length.  Students will perform songs they already know traditionally and in a swing fashion.  Does a particular piece of music sound better in a traditional or a swing fashion?
<b>Materials and Resources</b>				
White board Repertoire				

#### 4.4. Pieces of music from one place or time often exhibit similar characteristics.

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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.J, 9.2.5.K, 9.2.5.L  Objectives: <ul style="list-style-type: none"> <li>The students will be able to compare examples of American folk songs and world music to find similarities.</li> </ul>	Students will generate a Venn diagram illustrating the similarities and differences between American folk songs and world music.	Concepts: (No new knowledge)  Competencies: <ul style="list-style-type: none"> <li>Compare examples of American folk songs and world music to find similarities</li> </ul>	(No new vocabulary)	Students will generate a Venn diagram illustrating the similarities and differences between American folk songs and world music.  What makes American music sound American?
<b>Materials and Resources</b>				
White board Repertoire				

## 4.5. The concept of quality in music can change based on context.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.5.G, 9.1.5.H, 9.1.5.J, 9.3.5.B  Objectives: <ul style="list-style-type: none"> <li>The students will be able to compare and contrast two performances in different contexts.</li> </ul>	Students will list the differences of sound, blend, balance, and volume between two performances and identify how to adjust for those variables.	Concepts: <ul style="list-style-type: none"> <li>Context - place, venue</li> <li>Practicing alone vs. singing with others</li> <li>Effect of technology on performance</li> </ul> Competencies: <ul style="list-style-type: none"> <li>Compare and contrast two performances in different contexts, e.g. alone, in an ensemble, accompanied by SmartMusic</li> </ul>	Context	Teacher will record the students performing in a rehearsal space and a performance space.  Students will listen to the recordings and compare and contrast the similarities and differences.  What affect does the performance space have on the quality of the performance?

### Materials and Resources

Recording and playback equipment  
 Piano  
 Repertoire  
 SmartMusic and equipment to run it

## 4.6. A composer's choices can affect the way an audience perceives his or her work.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.4.5.D  Objectives: <ul style="list-style-type: none"> <li>• The students will be able to describe and provide support for a composer's motivation.</li> <li>• The students will be able to explain the effect a composer's choices have on an audience and communicate those choices through performance.</li> </ul>	The students will brainstorm what they think the composer's motivation and intent was for a composition.  Teacher will assess the support provided for the student theories.	Concepts: <ul style="list-style-type: none"> <li>• Reasons for writing music, e.g. to entertain, to inform, to persuade</li> <li>• Composer's choices that influence audiences, e.g. voicing, tempo, dynamics, major/minor, style, form</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Speculate on a composer's motivation</li> <li>• Recognize different choices that a composer has made and explain the effect those choices has on an audience</li> </ul>	(No new vocabulary)	The students will brainstorm what they think the composer's motivation and intent was for a composition.  What experience might the composer have had that led him/her to write this piece?

### Materials and Resources

Piano  
Repertoire