

## 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  <b>Objectives:</b> <ul style="list-style-type: none"> <li>Students will be able to identify tempo markings, fortissimo, and pianissimo and apply them to performance.</li> <li>Students will be able to read rhythms containing dotted quarter-eighth combinations.</li> <li>Students will be able to read rhythms in 6/8 meter.</li> <li>Students will be able to read and perform marcato, staccato, and tenuto markings.</li> <li>Students will be able to follow a musical road map that uses coda and D.C. al coda.</li> <li>Students will be able to build tonic and dominant chords and arpeggios by identifying thirds and fifths.</li> <li>Students will be able to identify and apply basic techniques of sight reading.</li> </ul>	Students will create a tonic & dominant chords on the white-board.  They will then create a whole note I-V-I progression by correctly selecting one tone from each chord.  Progress will be tracked using a checklist.	<b>Concepts:</b> <ul style="list-style-type: none"> <li>Tempo               <ul style="list-style-type: none"> <li>Lento</li> <li>Ritardando</li> <li>Accelerando</li> </ul> </li> <li>Dotted quarter-eighth</li> <li>Meter: 6/8 - dotted half, dotted quarter, three eighths, quarter-eighth</li> <li>Marcato</li> <li>Staccato</li> <li>Tenuto</li> <li>Coda</li> <li>D.C. al coda</li> <li>Fortissimo</li> <li>Pianissimo</li> <li>Chord</li> <li>Arpeggio</li> <li>Intervals: third, fifth</li> <li>Dominant (S T R)</li> <li>Scale (Bb and Eb concert)</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>Identify tempo markings, fortissimo, and pianissimo and apply them to performance</li> <li>Read rhythms containing dotted quarter-eighth combinations</li> <li>Read rhythms in 6/8 meter</li> <li>Read and perform marcato, staccato, and tenuto markings</li> <li>Follow a musical road map that uses coda and D.C. al coda</li> <li>Build tonic and dominant chords in by identifying thirds and fifths</li> <li>Differentiate between chord and arpeggio</li> <li>Basic techniques of sight reading</li> </ul>	<ul style="list-style-type: none"> <li>Lento</li> <li>Ritardando</li> <li>Accelerando</li> <li>Marcato</li> <li>Staccato</li> <li>Tenuto</li> <li>Coda</li> <li>D.C. al coda</li> <li>Fortissimo</li> <li>Pianissimo</li> <li>Chord</li> <li>Arpeggio</li> <li>Intervals</li> <li>Third</li> <li>Fifth</li> <li>Dominant</li> <li>Scale</li> </ul>	Given a specific key, students will identify the Tonic and Dominant pitches and build the respective chords.  They will then write/perform a I-V-I progression by correctly choosing chord tones to write/perform.  What role do chords perform in composition?

### Materials and Resources

White Board

## 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  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to adjust volume to balance within a lesson group.</li> <li>• Students will be able to improvise on a blues scale.</li> <li>• Students will be able to identify the function of an accidental.</li> <li>• Students will be able to use alternate fingerings (woodwinds) and alternate positions (trombone) to facilitate playing.</li> <li>• Students will be able to use the third valve slide to adjust intonation (trumpet).</li> <li>• Students will be able to apply jazz articulations.</li> </ul>	Record students improvising using a blues scale. Have them evaluate whether or not they were successful in communicating their intended idea and if so why, and if not, what they would change to achieve their goal.  Document student responses.	Concepts: <ul style="list-style-type: none"> <li>• Balance</li> <li>• Blues scale (E G A Bb B D)</li> <li>• Blue note</li> <li>• Accidental</li> <li>• Natural</li> <li>• Accent on beats 2 and 4</li> <li>• Woodwinds: alternate fingerings</li> <li>• Trombone: alternate positions</li> <li>• Trumpet: third valve slide</li> <li>• Jazz articulations: du (quarter note), dit (staccato), daht (marcato)</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Adjust volume to balance within a lesson group</li> <li>• Improvise on a blues scale</li> <li>• Read accidentals</li> <li>• Use alternate fingerings (woodwinds) and alternate positions (trombone) to facilitate playing</li> <li>• Use the third valve slide to adjust intonation (trumpet)</li> <li>• Apply jazz articulations</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Blues scale</li> <li>• Blue note</li> <li>• Accidental</li> <li>• Natural</li> <li>• Jazz articulations</li> </ul>	Students will select an expressive word from a hat (if they don't like the word, they may have one chance to reselect a word).  They will choose 3 notes from the blues scale that they want to use for an improvisation.  The students will record their improvisation (ending on the tonic). They will be asked to evaluate whether or not they were successful in communicating their intended idea and if so why, and if not, what they would change to achieve their goal.  What are the different ways you can use your instrument to try and express an idea?
<b>Materials and Resources</b>				
Recording equipment Playback equipment SmartMusic and equipment to run it				

## 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: <ul style="list-style-type: none"> <li>• Students will be able to play a basic 12-bar blues progression.</li> <li>• Students will be able to create a variation based on a theme.</li> </ul>	Students will create and record a theme and variation and indicate what type of variation they were creating.  Student work is scored with a teacher generated rubric.	Concepts: <ul style="list-style-type: none"> <li>• 12-bar blues</li> <li>• Theme and variations</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Play a basic 12-bar blues progression I I I I IV IV I I V IV I I</li> <li>• Perform a theme and create a variation</li> </ul>	<ul style="list-style-type: none"> <li>• 12-bar blues</li> <li>• Theme and variations</li> </ul>	Given a blues based theme, students will write rhythmic and/or melodic variations.  They will then record their performance of the theme and the variations.  What are different variations that you could make to a theme?

### Materials and Resources

Recording equipment  
 Playback equipment  
 SmartMusic  
 Staff Paper

## 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: <ul style="list-style-type: none"> <li>Students will be able to match geography and events in history to key milestones in the development of the blues.</li> </ul>	They will listen to the a major scale and then listen to a blues scale and circle the notes that are altered to make transform the major scale into a blues scale.  Collect worksheet and check of accuracy.	Concepts: <ul style="list-style-type: none"> <li>Development of the blues</li> </ul> Competencies: <ul style="list-style-type: none"> <li>Relate geography and events in history to the development of the blues</li> </ul>	Blues	Students will receive a handout with a major scale notated. They will listen to the a major scale and then listen to a blues scale and circle the notes that are altered to make transform the major scale into a blues scale.  They will label altered notes as blues notes, which have their roots in West African vocal tradition.  Why are the altered tones called blue notes?
<b>Materials and Resources</b>				
Piano Worksheets				

## 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: <ul style="list-style-type: none"> <li>Students will be able to make statements about the quality of a performance based on formal elements and principles.</li> </ul>	<p>Students will watch or listen to a recording of a performance by themselves and/or others.</p> <p>Using a rubric generated by students with teacher guidance, students work individually or in groups to evaluate the performance and assign scores.</p> <p>Students will share their evaluations, using the rubric for reference.</p> <p>Teacher will collect the rubrics and check for alignment between students' evaluation and supporting comments.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>Formal criticism</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>Make statements about the quality of a performance based on formal elements and principles</li> </ul>	Formal criticism	<p>As a class, students listen to a short excerpt of music and list the elements and principles that would be used to determine the quality of the performance.</p> <p>Starting with proficient, students identify the criteria for performance based on the elements and principles identified.</p> <p>Students continue to delineate descriptors for advanced and developing.</p> <p>Rubric = advanced, proficient, developing + column for comments/evidence to support their judgment</p> <p>What makes a music performance good? How do musicians create great music?</p>

### Materials and Resources

Resource recordings and equipment to play them  
Equipment to record (audio and/or video) student performance

## 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)
9.1.5.A, 9.1.5.B, 9.1.5.C, 9.4.5.D  Objectives: <ul style="list-style-type: none"> <li>Students will be able to compare two pieces and hypothesize how the composers' choices might affect the audience.</li> </ul>	Listen to 2 musical selections. List similarities and differences and hypothesize /compare how the composer's choices affected your response to the music.  Collect and make comments on student comments.	Concepts: <ul style="list-style-type: none"> <li>Choices that composers make in their music: dynamics, key, style, instrumentation, technical merit</li> </ul> Competencies: <ul style="list-style-type: none"> <li>Compare two pieces and hypothesize how the composers' choices might affect the audience</li> </ul>	No new vocabulary	Listen to 2 selections in contrasting styles (ie. The last movement of Shostakovich 5 and the Looney Tunes Theme).  List similarities and differences and hypothesize /compare how the composer's choices in the creation of the selection affected your response.  What influences did the composers nationality/background have on the choices he made?
<b>Materials and Resources</b>				
Playback equipment Source recordings				