

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: <ul style="list-style-type: none"> 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 combinations. Students will be able to read rhythms in 6/8 meter. Students will be able to read and perform marcato, staccato, and tenuto markings. Students will be able to follow a musical road map that uses coda and D.C. al coda. Students will be able to identify thirds and fifths. Students will be able to identify and apply basic techniques of sight reading. Students will be able to find the tonic and dominant in a song. Students will be able to sing canons. Students will be able to adjust pitch as necessary. 	Students will stand when they sing sol and sit when they sing do. Teacher will note student success with a checklist.	Concepts: <ul style="list-style-type: none"> Tempo <ul style="list-style-type: none"> Lento Ritardando Accelerando Dotted quarter-eighth Meter: 6/8 - dotted half, dotted quarter, three eighths, quarter-eighth Marcato Staccato Tenuto Coda D.C. al coda Fortissimo Pianissimo Intervals: third, fifth Warm up Arpeggio Scale Dominant Competencies: <ul style="list-style-type: none"> Identify tempo markings, fortissimo, and pianissimo and apply them to performance Read rhythms containing dotted quarter-eighth combinations Read rhythms in 6/8 meter Read and perform marcato, staccato, and tenuto markings Follow a musical road map that uses coda and D.C. al coda Identify thirds and fifths Differentiate between scale and arpeggio Basic techniques of sightreading Find tonic and dominant Sing canons Recognize when off pitch and adjust 	<ul style="list-style-type: none"> Lento Ritardando Accelerando Marcato Staccato Tenuto Coda D.C. al coda Fortissimo Pianissimo Intervals Third Fifth Dominant Scale Warm up Arpeggio Scale Dominant 	Students will perform a song the first time through only singing all do's in the melody and the second time adding all sol's in the melody. Why do we use solfege syllables?

Materials and Resources

Piano
Repertoire

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"> • Students will be able to adjust volume to balance within a group. • Students will be able to identify the function of an accidental. • Students will be able to sing in a jazz style. 	They will identify the characteristics of a balanced performance and list ways that balance enhances the performance.	Concepts: <ul style="list-style-type: none"> • Balance • Accidental • Natural • Jazz singing style Competencies: <ul style="list-style-type: none"> • Adjust volume to balance within a group • Read accidentals • Apply jazz singing style 	<ul style="list-style-type: none"> • Balance • Accidental • Natural • Jazz style 	Students will view/listen to examples of balanced and unbalanced performances. They will identify the characteristics of a balanced performance (ie. No one voice is louder than another). How does balance enhance a performance?
Materials and Resources				
Piano Repertoire Recording Examples Video and audio playback equipment				

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"> Students will be able to compare musicals to other styles of music. Students will be able to create a variation based on a theme. 	Students will listen to a teacher generated "medley" and identify a portion from a Broadway musical. Students will generate a list of characteristics that distinguish a musical.	Concepts: <ul style="list-style-type: none"> Musical Theme and variations Competencies: <ul style="list-style-type: none"> Compare musicals to other styles of music Perform a theme and create a variation 	<ul style="list-style-type: none"> Musical Theme and variations 	Students will listen to a teacher generated "medley" and identify which portions are from a Broadway musical. Students will list what differentiated that portion from the other songs in the medley (ie. Tells a story, brighter tone, spoken parts as well as songs in the telling of the story, often has choreography). Why is this style of storytelling popular?
Materials and Resources				
Broadway musical repertoire Piano Paper Pencils				

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"> Students will connect a "cultural" event to the music that imparts it from generation to generation. 	Students will write a description of the rhythmic and melodic elements that are prominent in music from a given culture and discuss how it's tradition carries from generation to generation. Teacher will assess the descriptions.	Concepts: <ul style="list-style-type: none"> Groups of people use music to transmit elements of culture Competencies: <ul style="list-style-type: none"> Connect music to elements of culture they impart. 	<ul style="list-style-type: none"> No new vocabulary 	Teacher will introduce music selections from two different cultures. Students will discuss the rhythmic and melodic elements that differentiates the selections. Why is music a good medium for the transmission of cultural traditions?
Materials and Resources				
Repertoire Paper Pencils				

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"> Students will be able to make statements about the quality of a performance based on formal elements and principles. 	Students will write a statement about the quality of a performance based on formal elements and principles. Teacher will assess the accuracy of the statement.	Concepts: <ul style="list-style-type: none"> Formal criticism Competencies: <ul style="list-style-type: none"> Make statements about the quality of a performance based on formal elements and principles 	<ul style="list-style-type: none"> Formal criticism 	Teacher will lead a class discussion on using formal elements and principles to critique a performance. Students will watch a video of a performance and debate the quality using formal elements and principles. How does the quality of a performance affect one's opinion of the performance?
Materials and Resources				
Interactive whiteboard Paper Pencils				

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"> Students will be able to compare two pieces and hypothesize how the composers' choices might affect the audience. 	Students will verbally compare and contrast two pieces of music and debate how the composers' choices might affect the audience. Teacher will use a checklist to assess the students during the debate.	Concepts: <ul style="list-style-type: none"> Choices that composers make in their music: dynamics, key, style, voicing, technical merit Competencies: <ul style="list-style-type: none"> Compare two pieces and hypothesize how the composers' choices might affect the audience 	No new vocabulary	Teacher will introduce two varying pieces of music and lead a discussion on the composers' choices. Students will describe how the choices affect the sound of the music. Why do composers make certain choices when writing music?

Materials and Resources

Interactive whiteboard
Repertoire
Piano