

## 6.1 People use clues in notation to interpret a composer's intent.

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)
9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.J  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to match enharmonic names.</li> <li>• Students will be able to aurally differentiate among diatonic, pentatonic, blues, natural minor, and chromatic scales.</li> <li>• Students will be able to track parts in a score.</li> <li>• Students will be able to read and perform eighth-sixteenth rhythms and rhythms with eighth rests.</li> <li>• Students will be able to apply metronome markings.</li> <li>• Students will be able to sing intervals of fourths, seconds, and octaves.</li> <li>• Students will be able to build subdominant chords and I IV V chord progressions.</li> <li>• Students will be able to perform diatonic trills (woodwinds).</li> <li>• Students will be able to read and perform flam, accent, multi-stroke rolls, tap (percussion).</li> </ul>	Students will be able to match-up enharmonic names on a worksheet.  Teacher will check for accuracy and record results.	Concepts: <ul style="list-style-type: none"> <li>• Enharmonics</li> <li>• Chromatic scale</li> <li>• Score</li> <li>• Texture</li> <li>• Dotted eighth-sixteenth rhythms</li> <li>• Eighth rest</li> <li>• Metronome marking</li> <li>• Intervals: fourth, second, octave</li> <li>• Subdominant (F L D)</li> <li>• Chord progression</li> <li>• Trills: Woodwinds</li> <li>• Percussion: flam, accent, multi-stroke rolls, tap</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Match enharmonic names</li> <li>• Aurally differentiate among diatonic, pentatonic, blues, natural minor, and chromatic scales</li> <li>• Track parts in a score</li> <li>• Read and perform eighth-sixteenth rhythms and rhythms with eighth rests</li> <li>• Understand the meaning of metronome markings</li> <li>• Sing intervals of fourths, seconds, and octaves</li> <li>• Build subdominant chords</li> <li>• Build I IV V chord progressions</li> <li>• Trills: Woodwinds perform diatonic trills</li> <li>• Percussion: Read and perform flam, accent, multi-stroke rolls, tap</li> </ul>	<ul style="list-style-type: none"> <li>• Enharmonics</li> <li>• Chromatic</li> <li>• Score</li> <li>• Texture</li> <li>• Dotted eighth-sixteenth</li> <li>• Eighth rest</li> <li>• Metronome marking</li> <li>• Fourth</li> <li>• Second</li> <li>• Octave</li> <li>• Subdominant</li> <li>• Chord progression</li> <li>• Trills: Woodwinds</li> </ul>	Students will be able to match-up enharmonic names on a worksheet.  How do various metronome markings change the effect of the music?

### Materials and Resources

Metronome  
 Copies of a score or the means to project one  
 Worksheets  
 SmartMusic and equipment to run it

## 6.2 People can create music that reflects different perspectives and influences on their lives.

Friday, May 29, 2015 10:17 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.8.A, 9.1.8.B, 9.1.8.C  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to sing and play instruments independently in parts.</li> <li>• Students will be able to identify counter melody and how to balance it with other parts.</li> <li>• Students will be able to perform with expression to match style.</li> <li>• Students will be able to compose within given parameters.</li> </ul>	Students will be mark the sol-fa syllables into a selected part of counterpoint.	Concepts: <ul style="list-style-type: none"> <li>• Parts: moving parts must be brought out</li> <li>• Counter melody</li> <li>• Composition</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Play instruments in parts</li> <li>• Identify counter melody and how to balance it with other parts</li> <li>• Perform with expression to match style</li> <li>• Compose within given parameters</li> </ul>	<ul style="list-style-type: none"> <li>• Counter melody</li> <li>• Composition</li> </ul>	Students will sing simple counterpoint with sol-fa syllables.  How does the counter melody enhance the melody?
<b>Materials and Resources</b>				
Pencils Music Staff Paper				

## 6.3 People can use music to understand the way others view the world.

Friday, May 29, 2015 10:18 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.2.8.B, 9.2.8.C, 9.2.8.F, 9.2.8.G  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to trace the evolution of jazz and play in a jazz style.</li> <li>• Students will be able to play in a cantabile style.</li> </ul>	Create a timeline or playlist of jazz music.	Concepts: <ul style="list-style-type: none"> <li>• Jazz</li> <li>• Cantabile</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Trace the evolution of jazz and play in a jazz style</li> <li>• Play in a cantabile style</li> </ul>	<ul style="list-style-type: none"> <li>• Cantabile</li> </ul>	Students will create a timeline of the birth and evolution of jazz.  Why is it called the blues?
<b>Materials and Resources</b>				
Jazz Recordings Playback Equipment				

## 6.4 Music serves a similar function across cultures and time periods.

Friday, May 29, 2015 10:18 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.F, 9.2.8.G, 9.2.8.I  Objectives: <ul style="list-style-type: none"> <li>Students will be able to describe different functions of music and list examples.</li> </ul>	List at least 4 functions that music can serve and provide examples.	Concepts: <ul style="list-style-type: none"> <li>Social functions in music: e.g. nationalism, entertainment, celebration</li> </ul> Competencies: <ul style="list-style-type: none"> <li>Recognize different functions of music</li> </ul>		Make a list of at least 4 functions that music serves and provide examples.  What are ways that music is used to try to deliberately affect you?
<b>Materials and Resources</b>				
None				

6.5 A vocabulary of critical analysis allows people to compare musical work and make judgments about quality of personal works and the works of others, even if they are very different.

Friday, May 29, 2015 10:18 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.E, 9.3.8.F  Objectives: <ul style="list-style-type: none"> <li>Students will be able to state a formal judgement about the quality of music and support with the formal elements of music.</li> <li>Students will be able to compare opposing opinions.</li> </ul>	Students will write their opinion about the quality of music.  Students will find an opposing opinion and create a Venn diagram to compare them.	Concepts: <ul style="list-style-type: none"> <li>Formal criticism</li> </ul> Competencies: <ul style="list-style-type: none"> <li>State a judgement about the quality of music and support with formal elements of music, e.g. jazz/"classical"</li> <li>Find an opposing opinion and make comparisons</li> </ul>	Formal criticism	Students will write their opinion about the quality of music. They will find an opposing opinion and create a Venn diagram to compare them.  Could you argue the opposite opinion from the one that you held?
<b>Materials and Resources</b>				
Paper Pencils Recordings				

## 6.6 The environment where a listener hears a work can affect their response.

Friday, May 29, 2015 10:19 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.2.8.C  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to describe how the size/design of a venue can affect the response of the listener.</li> <li>• Students will be able to adjust their performance to accommodate the acoustics of a performance space.</li> <li>• Students will be able to describe basic principles of acoustics.</li> </ul>	Students will list the different types of effects that can change the playback of a performance.	Concepts: <ul style="list-style-type: none"> <li>• The size/design of a venue can dramatically affect the response of the listener</li> <li>• A performer needs to adjust their performance to accommodate the acoustics of a performance space</li> <li>• Basic principles of acoustics</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Speculate on how the size/design of a venue can dramatically affect the response of the listener</li> <li>• Adjust their performance to accommodate the acoustics of a performance space</li> </ul>	Acoustics	Students will explore the different effects that can be implemented on an amplifier and notice how they change the way the music sounds. ie. treble, bass, reverb, delay etc.  What ways does a room influence the way you perform on your instrument?
<b>Materials and Resources</b>				
Amplifier Playback equipment				