

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"> • Students will be able to match enharmonic names. • Students will be able to aurally differentiate among diatonic, natural minor, and chromatic scales. • Students will be able to track parts in a score. • Students will be able to read and perform eighth-sixteenth rhythms and rhythms with eighth rests. • Students will be able to read and perform grace notes. • Students will be able to apply metronome markings. • Students will be able to sing intervals of fourths, seconds, and octaves. | Students will sing repertoire in small groups containing eighth-sixteenth rhythms and rhythms with eighth rests. Teacher will visually and aurally assess students for accuracy with a checklist. | Concepts: <ul style="list-style-type: none"> • Enharmonics • Chromatic scale • Score • Texture • Dotted eighth-sixteenth rhythms • Eighth rest • Grace Notes • Metronome marking • Intervals: fourth, second, octave • Subdominant (F L D) Competencies: <ul style="list-style-type: none"> • Match enharmonic names • Aurally differentiate among diatonic, natural minor, and chromatic scales • Track parts in a score • Read and perform eighth-sixteenth rhythms and rhythms with eighth rests • Read and perform grace notes • Understand the meaning of metronome markings • Sing intervals of fourths, seconds, and octaves • Build subdominant chords | <ul style="list-style-type: none"> • Enharmonics • Chromatic • Score • System • Texture • Dotted eighth-sixteenth • Eighth rest • Grace Notes • Metronome marking • Fourth • Second • Octave • Subdominant | Teacher will isolate measures containing eighth-sixteenth rhythms and rhythms with eighth rests from repertoire. Students will clap the rhythms and when they become familiar with the rhythms, they will sing the measures focusing on rhythm accuracy. Students will sing the repertoire containing the eighth-sixteenth rhythms and eighth rests. How do different rhythms evoke different emotions? |
| Materials and Resources | | | | |
| Repertoire Piano | | | | |

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"> • Students will be able to sing independently in parts. • Students will be able to identify countermelody and how to balance it with other parts. • Students will be able to perform with expression to match style. | Students will interpret expression in given repertoire. They will sing, applying appropriate vocal techniques to convey that expression. Teacher will use a checklist, listening for appropriate usage of expression. | Concepts: <ul style="list-style-type: none"> • Parts: moving parts must be brought out • Counter melody • Composition Competencies: <ul style="list-style-type: none"> • Sing in parts (S S A) • Identify countermelody and how to balance it with other parts • Perform with expression to match style | Counter melody | Teacher will introduce two pieces of repertoire, exemplifying different types of expression which require varying vocal techniques and styles. Students will practice applying varying expression to their repertoire. How can music express different emotions? |
| Materials and Resources | | | | |
| Repertoire Piano | | | | |

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"> • Students will be able to trace the evolution of jazz and sing in a jazz style. • Students will be able to sing in a lyrical style. | Students will sing selected jazz repertoire, using the appropriate jazz vocal techniques. Teacher will assess interpretation of jazz style using a rubric. | Concepts: <ul style="list-style-type: none"> • Jazz • Lyrical Competencies: <ul style="list-style-type: none"> • Trace the evolution of jazz sing in a jazz style • Sing in a lyrical style | Lyrical | Teacher will introduce the evolution of jazz music, and demonstrate singing in a jazz style. Students will practice singing with the applied jazz style. How does music evolve through time? |
| Materials and Resources | | | | |
| Repertoire Piano | | | | |

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"> Students will be able to describe different functions of music and list examples. | Students will list examples of different functions of music. Teacher will check lists for accuracy. | Concepts: <ul style="list-style-type: none"> Social functions in music: e.g. nationalism, entertainment, celebration Competencies: <ul style="list-style-type: none"> Recognize different functions of music | No new vocabulary | Teacher will lead student discussion on how events and circumstances in history affected the function of music in different cultures. Students will describe these functions as they relate to their current repertoire. How is the function of music affected by the time period in which it was created? |
| Materials and Resources | | | | |
| Repertoire Paper Pencils | | | | |

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"> Students will be able to state a formal judgement about the quality of music and support with the formal elements of music. Students will be able to compare opposing opinions. | Students will complete a rubric describing their opinion on a piece of repertoire. Students will work with a partner who has opposing opinions and write a comparison of their rubrics. Teacher will collect rubrics and assess for accuracy of comparisons. | Concepts: <ul style="list-style-type: none"> No new concepts Competencies: <ul style="list-style-type: none"> State a judgement about the quality of music and support with formal elements of music, e.g. jazz/"classical" Find an opposing opinion and make comparisons | No new vocabulary | Students will rehearse two varying pieces of repertoire. Teacher will lead student discussion on students' opinions of the pieces. Why do people have different opinions of the same music? |
| Materials and Resources | | | | |
| Piano Repertoire Interactive Whiteboard | | | | |

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"> • Students will be able to describe how the size/design of a venue can affect the response of the listener. • Students will be able to adjust their performance to accommodate the acoustics of a performance space. • Students will be able to describe basic principles of acoustics. | Students will sing in a given performance space, adjusting their dynamic levels to suit the acoustics of the space. Teacher will assess students using a checklist. | Concepts: <ul style="list-style-type: none"> • The size/design of a venue can dramatically affect the response of the listener. • A performer needs to adjust their performance to accommodate the acoustics of a performance space. • Basic principles of acoustics. Competencies: <ul style="list-style-type: none"> • Speculate on how the size/design of a venue can dramatically affect the response of the listener • Adjust their performance to accommodate the acoustics of a performance space. | Acoustics | Teacher will describe acoustics and how they can affect the sound of a choir. Students will travel to different areas of the building to sing in varying acoustical settings in order to understand how dynamics must be adapted for different performance spaces. How can a performance space affect the listener's opinion of the music? |
| Materials and Resources | | | | |
| Repertoire | | | | |