

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, pentatonic, blues, 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 apply metronome markings. • Students will be able to sing intervals of fourths, seconds, and octaves. • Students will be able to build subdominant chords and I IV V chord progressions. 	Given a C, F and G scales, students will build I, IV V block cords and arpeggios. Teacher will assess correctness of note choices.	Concepts: <ul style="list-style-type: none"> • Enharmonics • Chromatic scale • Score • Texture • Dotted eighth-sixteenth rhythms • Eighth rest • Metronome marking • Intervals: fourth, second, octave • Subdominant (F L D) • Chord progression Competencies: <ul style="list-style-type: none"> • Match enharmonic names • Aurally differentiate among diatonic, pentatonic, blues, natural minor, and chromatic scales • Track parts in a score • Read and perform eighth-sixteenth rhythms and rhythms with eighth rests • Understand the meaning of metronome markings • Sing intervals of fourths, seconds, and octaves • Build subdominant chords • Build I IV V chord progressions 	<ul style="list-style-type: none"> • Enharmonics • Chromatic • Score • Texture • Dotted eighth-sixteenth • Eighth rest • Metronome marking • Fourth • Second • Octave • Subdominant • Chord progression 	Build a C major scale from middle C. Identify each note with a degree. Practice singing note names with solfa and then number prompts. Sing I IV V chord progression in root position using degrees. Practice writing out I IV V chord progression on staff paper. Review F and G scales on Promethean board. Why is music organized around chord progressions?

Materials and Resources

Promethean board
 Staff paper and pencils
 keyboard

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 and play instruments independently in parts. • Students will be able to perform with expression to match style. • Students will be able to compose within given parameters. • Students will be able to explain what happens when a voice changes. 	Students will sing a melody and accompany themselves on instruments. Record, review and assess performance via teacher and student generated rubric.	Concepts: <ul style="list-style-type: none"> • Cambiata (changing) voices • Voice parts - S A B • Composition Competencies: <ul style="list-style-type: none"> • Sing and play instruments in parts • Perform with expression to match style • Compose within given parameters 	<ul style="list-style-type: none"> • Changing voice • Composition 	Teacher and students will examine music using the STARS method. Divide into two groups that are student lead to rehearse both sung and instrumental accompaniment parts. Groups students as to combine both sung and instrumental parts. How do musicians decide what accompaniments to use to a given melody?
Materials and Resources Promethean Board Barred and percussion instruments Song sheet Recording and playback equipment Keyboard				

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)
9.2.8.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, 9.3.8.A Objectives: <ul style="list-style-type: none"> • Students will be able to explain motivations behind examples of nationalistic music. • Students will be able to identify key characteristics of opera and musicals. • Students will be able to compare and contrast operas and musicals. • Students will be able to trace the evolution of jazz. 	Students will list, explain and describe how the various art forms are assembled to create and opera/musical. Create a chart/diagram that graphically portrays and explains the characteristics of a given opera including sequence of dramatic events, use of various art forms (dance, music, drama, staging, lighting, etc.) to express the story line and correlations between the various art forms. Assess via teacher created rubric.	Concepts: <ul style="list-style-type: none"> • Nationalism • Opera • Musical • Jazz Competencies: <ul style="list-style-type: none"> • Recognize motivations behind nationalistic music • Identify key characteristics of opera and musicals • Recognize similarities and differences between opera and musicals • Trace the evolution of jazz 	<ul style="list-style-type: none"> • Nationalism • Opera • Musical 	Read the story of the opera/musical. Listen and examine musical excerpts that correlate to various parts of the story. Students will complete a given chart and fill in descriptions of various excerpts in terms of musical content, drama, dance, setting, etc. Why do we continue to embrace operas and musicals as an important part of our lives?

Materials and Resources

Audio and video excerpts of opera and playback equipment
 Stories of opera and musicals
 Poster paper and pencils
 Promethean board

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 give a speech that describes two contrasting events, what music was played and why they think it was chosen to be played. Assess via student and teacher generated rubric	Concepts: <ul style="list-style-type: none"> Storytelling Social functions in music: e.g. nationalism, entertainment, celebration Competencies: <ul style="list-style-type: none"> Recognize different functions of music 		6th grade social studies curriculum - Civil War, Black Migration Examine examples of events in which music is an integral part of the event. Students will pair up and describe the relationship between the event and the music. How can music be used to persuade a listener?
Materials and Resources				
Video and audio resources and playback equipment Note paper and pencils Promethean board				

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 critique about the quality of music and support with the formal elements of music. • Students will be able to compare opposing opinions. 	After watching a performance, students will articulate a formal statement and give three supporting statements. Teacher will assess via checklist.	Concepts: <ul style="list-style-type: none"> • Formal criticism Competencies: <ul style="list-style-type: none"> • State a judgement about the quality of music and support with formal elements of music, e.g. musical/opera; jazz/"classical" • Find an opposing opinion and make comparisons 	Formal criticism	Examine samples of formal criticisms of a music performance. Watch a performance sample. In pairs, students will articulate their own formal critique. As a class, develop supporting statements. How do we decide what is quality music and what is not?

Materials and Resources

www.musicalcriticism.com

http://www.gregsandow.com/crit_class/assignments.pdf

Promethean board

Audio and video resources and playback equipment

Pencil and notebook paper

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. 	Compare and contrast the impact of the size and shape of the rehearsal room and the performance room on the sound of a performing group and how it affects the listener. Teacher will assess quality of analysis via teacher rubric.	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	Students will watch a video performance of themselves in a large auditorium and a video of the rehearsal in a smaller rehearsal room. As a class, list characteristics that apply to one venue or the other. Describe how the listener might be affected by being in one room vs. the other. How do musicians adapt to performances in various venues?
Materials and Resources Audio and video recording and playback examples and playback equipment Pencil and notebook paper Promethean board				