

## 7.1 Music may be performed as a singular art form or in combination with the elements and principles of dance, media arts, theatre, and/or visual arts.

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  Objectives: <ul style="list-style-type: none"> <li>Students will be able to play one octave scales in concert pitch: F, Bb, Eb, Ab, Db, C major and relative natural minors (d, g, c, f, b flat, a).</li> <li>Students will be able to read and perform sixteenth-dotted eighth note patterns, syncopated sixteenth-eighth-sixteenth rhythms, and rhythms with eighth note triplets.</li> <li>Students will be able to read and perform pieces in cut time (2/2) and 6/8 meter.</li> <li>Students will be able to play a melodic sequence that is sung to them using solfege.</li> <li>Students will be able to listen and adjust within and across sections</li> <li>Students will be able to employ breath support to control dynamics and pitch</li> <li>Students will be able to employ breath support to control dynamics and pitch.</li> <li>Students will be able to read and perform various forms of ornamentation (glissando, grace notes) in an appropriate style and context.</li> <li>Students will be able to sing parts using solfege syllables.</li> <li>Students will be able to sing intervals of sixths.</li> <li>Students will be able to create a representation of the structures of a piece of music through words and/or a visual representation.</li> <li>Students will be able to mark breaths in appropriate places to denote phrases.</li> </ul>	Students will indicate breath marks and phrasing in a given section of music based on where they think are appropriate.  Teacher will mark responses into the conductors score.	Concepts: <ul style="list-style-type: none"> <li>Key signatures: F, Bb, Eb, Ab, Db, C major and relative natural minors (d, g, c, f, b flat, a)</li> <li>Sixteenth-dotted eighth note patterns (1 e--)</li> <li>Syncopated sixteenth-eighth-sixteenth rhythms</li> <li>Tied notes that create syncopation</li> <li>Cut time (2/2)</li> <li>6/8 meter</li> <li>Eighth note triplets</li> <li>Blend</li> <li>Balance</li> <li>Pitch and dynamic control specific to instrument</li> <li>Glissando</li> <li>Grace notes</li> <li>Intervals: sixth</li> <li>Phrasing, staggered breathing</li> </ul> Competencies: <ul style="list-style-type: none"> <li>Play one octave scales in concert pitch: F, Bb, Eb, Ab, Db, C major and relative natural minors (d, g, c, f, b flat, a)</li> <li>Read and perform sixteenth-dotted eighth note patterns, syncopated sixteenth-eighth-sixteenth rhythms, and rhythms with eighth note triplets</li> <li>Read and perform pieces in cut time (2/2) and 6/8 meter</li> <li>Ear training - Students play a melodic sequence that is sung to them using solfege</li> <li>Listen and adjust within and across sections</li> <li>Employ breath support to control dynamics and pitch</li> <li>Read and perform various forms of ornamentation (glissando, grace notes) in appropriate style and context</li> <li>Sing parts using solfege syllables</li> <li>Sing intervals of sixths</li> <li>Create a representation of the structures of a piece of music through words and/or a visual representation</li> <li>Mark breaths in appropriate places to denote phrases</li> </ul>	<ul style="list-style-type: none"> <li>Relative minor</li> <li>Cut time</li> <li>Blend</li> <li>Balance</li> <li>Glissando</li> <li>Grace notes</li> <li>Staggered breathing</li> </ul>	Students will be given a section of music and asked to mark where they think the phrasing and breath marks would be appropriate.  Students will then perform their decision for each other.  Students will give feedback on which they thought was better and why.  How do breath marks and phrasing affect the flow of the music?

### Materials and Resources

Pencils  
Copies of selected literature

## 7.2 Musicians utilize traditional and/or contemporary tools and technologies to reflect their interests, preferences, and desired outcomes.

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, 9.1.8.J, 9.3.8.A  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to apply alternate fingerings as applicable.</li> <li>• Students will be able to demonstrate playing technique for auxiliary percussion instruments, including choosing mallets to match desired timbre.</li> <li>• Students will be able to analyze recordings to generate ideas for improvement.</li> <li>• Students will be able to choose mutes and adjust playing technique according to mute choice.</li> </ul>	Students will make a comparison between two recordings and display evidence of progress in a chart.  Teacher and student will review the comparisons and make final analysis.	Concepts: <ul style="list-style-type: none"> <li>• Mutes (trumpet, trombone)</li> <li>• Recording can be used as a tool for self-assessment</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Apply alternate fingerings as applicable</li> <li>• Demonstrate playing technique for auxiliary percussion instruments, including choosing mallets to match desired timbre</li> <li>• Analyze recordings to generate ideas for improvement</li> <li>• Choose mutes and adjust playing technique according to mute choice</li> </ul>	(No new vocabulary)	Students will be recorded while playing a section of music.  Students will critique the recording and formulate a list of improvement suggestions.  A final recording of the passage will be made.  Students will listen and compare to the original and assess whether or not progress was made on a chart.  What can you do individually to improve the performance of the group?

### Materials and Resources

Recording and playback equipment

### 7.3. Music can reflect and help us understand different values and beliefs.

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.D, 9.1.8.E, 9.3.8.B  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to shape music using expressive elements.</li> <li>• Students will be able to create contrasting moods by manipulating expressive elements.</li> </ul>	Students will complete a writing prompt to outline their expressive choices and explain how those choices affected the music.  Teacher will assess responses with a rubric.	Concepts: <ul style="list-style-type: none"> <li>• Expressive elements: phrasing, dynamics, articulation</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Use expressive elements to shape the music</li> <li>• Perform music in contrasting moods, i.e. for a party, for a funeral</li> </ul>	<ul style="list-style-type: none"> <li>• Expressive elements</li> </ul>	Students will select a passage from a given piece of music.  Based on what they hear, students will state what they feel the composer is trying to express.  Students will share ideas about how different elements of music can be manipulated to express different ideas or moods.  The music will be played incorporating students' suggestions.  The teacher will provide feedback and the music will be performed again.  What techniques do composers use to create different expressive results?

#### Materials and Resources

Pencils  
Instruments  
Copies of select music literature

## 7.4 Music is created and performed to preserve cultural traditions and reflect historical events.

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.C, 9.1.8.D, 9.2.8.L  Objectives: <ul style="list-style-type: none"> <li>Students will be able to distinguish between the stylistic elements of marches, chorales, jazz, and modern popular music.</li> <li>Students will be able to perform marches, chorales, jazz, and modern popular music with appropriate articulations and other stylistic elements.</li> </ul>	Students will compare and contrast their own performance of a march and chorale and identify the stylistic elements that define their unique style.  Teacher will note how many of the characteristics they correctly identified.	Concepts: <ul style="list-style-type: none"> <li>March</li> <li>Chorale</li> <li>Jazz</li> <li>Band arrangements of modern popular music often involve different accommodations in form, structure, harmony, rhythm, and instrumentation</li> </ul> Competencies: <ul style="list-style-type: none"> <li>Perform marches, chorales, jazz, and modern popular music with appropriate articulations and other stylistic elements</li> </ul>	<ul style="list-style-type: none"> <li>Chorale</li> <li>Arrangement</li> </ul>	Students will perform a passage from both a march and a choral.  Students will be asked to identify the stylistic differences between the two passages.  Students will speculate about how the impact of a piece would change if they altered the stylistic characteristics.

### Materials and Resources

Instruments  
 Copies of select music literature  
 Recording and playback equipment  
 SmartMusic and equipment to run it

## 7.5 A vocabulary of critical analysis allows people to compare works in different arts disciplines and make judgments about quality even if the works 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.D, 9.3.8.E, 9.3.8.F  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to make and support a judgment about the quality of two similar pieces of music.</li> <li>• Students will be able to compare the quality of an original piece of music to its transcription.</li> <li>• Students will be able to compare two performances of the same work and provide evidence to support an opinion about the quality of each.</li> </ul>	Students will compare the quality of an original piece of music to its transcription.  Students will support their opinions by writing a short essay.  Teacher will assess opinions and supporting statements via rubric.	Concepts: <ul style="list-style-type: none"> <li>• Contextual criticism</li> <li>• The perception of an artist's work is influenced by time, place, and other factors</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Compare two similar pieces of music and make and support a judgment about which is better</li> <li>• Compare the quality of an original piece of music to its transcription</li> <li>• Compare two performances of the same work and provide evidence to support an opinion about the quality of each</li> </ul>	<ul style="list-style-type: none"> <li>• Contextual criticism</li> </ul>	Students will listen to a recording of an original work and of its transcription.  Students will be asked to express and support an opinion about the quality of the works by writing a short essay.  How did the arrangers choices effect the quality of the transcription?

### Materials and Resources

Recording and playback equipment  
Pencils  
Paper

## 7.6 Personal experiences, commercial influences, and artistic merit impact one's perception of a work's meaning and value.

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)
9.3.8.B, 9.3.8.D, 9.3.8.F, 9.3.8.G  Objectives: <ul style="list-style-type: none"> <li>Students will be able to research a piece of modern popular music to identify the lyricist, composer(s), producer, performer, etc.</li> <li>Students will be able to evaluate works for meaning, value, and/or artistic merit.</li> </ul>	Students will evaluate a piece of concert literature based on it's artistic merit.  Students will record their opinions and supporting statements in a journal entry.  Teacher will assess opinions and supporting statements via rubric.	Concepts: <ul style="list-style-type: none"> <li>Much of modern popular music is produced by groups of people rather than by a single singer/songwriter</li> <li>Careers and the music industry</li> </ul> Competencies: <ul style="list-style-type: none"> <li>Research a piece of modern popular music to identify the lyricist, composer(s), producer, performer, etc.</li> <li>Evaluate works for meaning, value, and/or artistic merit</li> </ul>	(No new vocabulary)	Students will record their opinion about a pieces artistic merit in a journal entry.  What about the assigned selection would lead you to feel that it has merit?

### Materials and Resources

Concert Literature  
 Pencils  
 Journals  
 Audio and video resources and playback equipment