

## 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 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 sing in major, natural minor, pentatonic with hand signs</li> <li>Students will be able to adjust within and across sections.</li> <li>Students will be able to employ breath support to control dynamics, pitch, and tone.</li> <li>Students will be able to explain the relationship between embouchure and tone.</li> <li>Students will be able to apply diction to different languages.</li> <li>Students will be able to explain the components of vocal health.</li> <li>Students will be able to sing parts using solfege syllables.</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 take a quiz identifying and explaining the components of vocal health.  Teacher will check for accuracy and record results.	Concepts: <ul style="list-style-type: none"> <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</li> <li>Phrasing, staggered breathing</li> <li>Embouchure and its relation to tone</li> <li>Diction in different languages</li> <li>Vocal health               <ul style="list-style-type: none"> <li>Hydration</li> <li>Breath support</li> <li>Posture</li> <li>Rest</li> <li>Effect of caffeine and carbonation</li> <li>Voice use and overuse</li> </ul> </li> </ul> Competencies: <ul style="list-style-type: none"> <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 - Sing in major, natural minor, pentatonic with hand signs</li> <li>Listen and adjust within and across sections</li> <li>Employ breath support to control dynamics, pitch, and tone</li> <li>Sing parts using solfege syllables</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>Staggered breathing</li> <li>Embouchure</li> <li>Diction</li> </ul>	Teacher will use an interactive whiteboard to describe the components of vocal health.  Students will discuss how these components can be adapted to their daily lives and why it is important for them to take care of their voice.  Students will practice using the components of vocal health during daily rehearsals.  How can your vocal health affect the way you sing?
<b>Materials and Resources</b>				
Interactive white board				

## 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.J, 9.3.8.A  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to analyze recordings to generate ideas for improvement.</li> <li>• Students will be able to maintain pitch with and without accompaniment.</li> </ul>	Students will make a comparison between an initial recording and a follow up recording. Students will notate evidence of progress in a chart.  Teacher and student will review evidence and draw conclusions.	Concepts: <ul style="list-style-type: none"> <li>• Recording can be used as a tool for self-assessment</li> <li>• A cappella</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Analyze recordings to generate ideas for improvement</li> <li>• Maintain pitch and tempo without accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>• A cappella</li> </ul>	Students will be recorded while playing a section of music.  Students will critique the recording and formulate a list of suggestions for improvement.  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?
<b>Materials and Resources</b>				
Recording and playback equipment				
Pencil and notebook paper				

## 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> <li>• Students will be able to express lyrics through facial expression, body language, tone, inflection, diction.</li> </ul>	Students will perform a piece in different ways and make choices based on aesthetic preference.  Teacher will use a checklist to document student understanding and ability to appropriately use and apply correct expressive music terminology.	Concepts: <ul style="list-style-type: none"> <li>• Expressive elements: phrasing, dynamics, articulation</li> <li>• Purpose of lyrics</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> <li>• Express lyrics through facial expression, body language, tone, inflection, diction</li> </ul>	Expressive elements	Students will select a passage from a given piece of music.  Students will discuss what they feel the composer is trying to express.  Students will share ideas about how elements of music can be manipulated to realize the composer's intent.  The music will be played incorporating students' suggestions.  Further feedback will be given and the music will be performed again.  What are the most outrageous techniques a composer could use to create different expressive results?
<b>Materials and Resources</b>				
Repertoire				

## 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 folk music, show tunes, sacred music, jazz, and 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 jazz piece and a sacred piece and identify the stylistic elements that define their unique style.  Teacher will note how many of the characteristics students correctly identify.	Concepts: <ul style="list-style-type: none"> <li>Folk music</li> <li>Show tunes</li> <li>Sacred music</li> <li>Jazz</li> <li>Choral arrangements of popular music often involve different accommodations in form, structure, harmony, rhythm, and voicing</li> </ul> Competencies: <ul style="list-style-type: none"> <li>Perform folk music, show tunes, sacred music, jazz, and popular music with appropriate articulations and other stylistic elements</li> </ul>	<ul style="list-style-type: none"> <li>Arrangement</li> <li>Sacred music</li> </ul>	Students will perform a passage from both a jazz piece and a sacred piece.  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.  How do different styles evoke different moods?
<b>Materials and Resources</b>				
Piano Repertoire Recording and playback equipment Interactive white board				

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 an arrangement.</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.	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 an arrangement</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 a varying arrangement.  With a partner, students will be asked to express and support an opinion about the quality of the works.  How did the arranger's choices effect the quality of the transcription?

#### Materials and Resources

Recording and playback equipment  
Interactive white board  
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 identify the effect of personal experience on performance of a choral work.</li> <li>• Students will be able to research a piece of 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> <li>• Students will be able to apply tone, diction, and other stylistic considerations to perform different types of music.</li> </ul>	Students will state their opinions and supporting statements about a piece of concert repertoire.  Teacher will assess via rubric.	Concepts: <ul style="list-style-type: none"> <li>• Relationship between performer and audience</li> <li>• Stylistic considerations that apply to different types of music</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Identify the effect of personal experience on performance of a choral work</li> <li>• Research a piece of music to identify the lyricist, composer(s), producer, performer, etc.</li> <li>• Evaluate works for meaning, value, and/or artistic merit</li> <li>• Apply tone, diction, and other stylistic considerations to perform different types of music</li> </ul>	(No new vocabulary)	Students will record their opinion of the artistic merit of a piece from the concert repertoire in a journal.  What about the assigned selection leads you to feel that it has merit?
<b>Materials and Resources</b>				
Repertoire Journals				