

HS.1 The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Wednesday, May 06, 2015 1:55 PM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.D Objectives: <ul style="list-style-type: none"> • Students will be able to read and perform pieces in odd meter. • Students will be able to read and perform in four-part harmony. • Students will be able to use falsetto when appropriate. • Students will be able to use vibrato and straight tone when appropriate. • Students will be able to read and perform music with advanced rhythms, intervals, and harmonies. • Students will be able to sing a cappella. • Students will be able to lead a productive rehearsal. 	Students will take turns leading sections of rehearsal, choosing what to rehearse, facilitating the rehearsal, and giving constructive feedback. Teacher will record students and evaluates them using a checklist.	<ul style="list-style-type: none"> • Concepts: <ul style="list-style-type: none"> • Odd meter, e.g. 5/8, 7/8 • Four-part harmony (SSAA or TTBB) • Falsetto (men) • Vibrato vs. straight tone • Structured rehearsal techniques • Competencies: <ul style="list-style-type: none"> • Read and perform pieces in odd meter • Read and perform in four-part harmony • Use falsetto when appropriate • Use vibrato and straight tone when appropriate • Read and perform music with advanced rhythms, intervals, and harmonies • Sing a cappella 	<ul style="list-style-type: none"> • Odd meter • Falsetto • Vibrato • Straight tone 	Teacher will model giving feedback and structured rehearsal techniques. Students will practice giving feedback and choosing the techniques to address in rehearsal. Teacher will guide students in how to facilitate the rehearsal based on their choices. What are the elements that make up a productive rehearsal?

Materials and Resources

Piano
Repertoire
Recording device and equipment to play back recording
Interactive whiteboard and computer

HS.2 Musicians use tools and resources, as well as their own experiences and skills, to create music.

Wednesday, September 23, 2015 1:57 PM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.12.C, 9.1.12.I Objectives: <ul style="list-style-type: none"> • Students will be able to Independently use IPA to learn how to pronounce words in different languages. • Students will be able to find and share opportunities to continue to sing outside of school and after graduation. • Students will be able to perform in student-directed small groups. • Students will be able to conduct beat patterns in duple, triple, quadruple meter. 	Students will conduct beat patterns in varying meters. Teacher will record students and evaluate them using a checklist.	Concepts: <ul style="list-style-type: none"> • IPA (International Phonetic Alphabet) • Opportunities to continue to sing outside of school and after graduation Competencies: <ul style="list-style-type: none"> • Independently use IPA to learn how to pronounce words in different languages • Find and share opportunities to continue to sing outside of school and after graduation • Perform in student-directed small groups • Conduct in basic beat patterns (duple, triple, quadruple meter) 	<ul style="list-style-type: none"> • International Phonetic Alphabet 	Teacher will demonstrate conducting patterns in duple, triple, and quadruple meter. Students will practice conducting beat patterns with music. How does meter affect the "feel" of the piece? Why do different styles of music sometimes utilize different meters?

Materials and Resources

Piano
Repertoire
Recording device and equipment to play back recording

HS.3 The arts provide a medium to understand and exchange experiences and ideas.

Wednesday, September 23, 2015 2:10 PM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.12.B. 9.1.12.D Objectives: <ul style="list-style-type: none"> Students will be able to analyze lyrics and their relationship to melody, harmony, and rhythm. Students will be able to apply expressive elements to convey composer's or performer's intent. 	<p>Students will perform the section of music four times, once with each group's written expressive elements applied.</p> <p>After each performance, students will complete a short written evaluation analyzing the effect of the expressive markings to convey composer's or performer's intent.</p> <p>Students will discuss which expressive markings conveyed the desired intent the most successfully and why. They will write those markings in their scores to be used for future performances.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> Lyrics, melody, harmony, and rhythm combine to express experiences and ideas <p>Competencies:</p> <ul style="list-style-type: none"> Analyze lyrics and their relationship to melody, harmony, and rhythm Apply expressive elements to convey composer's or performer's intent 	(No new vocabulary)	<p>Students will learn the vocal techniques necessary to apply various expressive elements to repertoire.</p> <p>Students will practice singing with expressive elements.</p> <p>Teacher will facilitate student feedback about specific expressive elements and how they affect the performance.</p> <p>Students will work in voice parts (SATB) to take a section of music and write in expressive elements that they feel convey composer's or performer's intent.</p> <p>Teacher will mark the expressive elements for each group on separate PDFs displayed on interactive white board.</p> <p>How do different expressive elements change the perception of the performance?</p>

Materials and Resources

Interactive whiteboard and computer
Repertoire
Piano

HS.4 Humans have expressed experiences and ideas through the arts throughout time and across cultures.

Wednesday, September 23, 2015 2:13 PM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.2.12.A, 9.2.12.B, 9.2.12.D, 9.2.12.J Objectives: <ul style="list-style-type: none"> • Students will be able to describe the history of individual pieces and composers from diverse time periods and places. • Students will be able to outline the role of music in different places and times. • Students will be able to describe personal connections to music that make it endure over time. • Students will be able to describe ways in which music helps people share feelings and experiences. • Students will be able to correlate lyrics to a piece's context in time or place. • Students will be able to apply the context of a piece to inform the performance. 	Students will perform the piece discussed, applying the techniques discussed to demonstrate the context. Teacher will record students and evaluates them using a checklist.	Concepts: <ul style="list-style-type: none"> • History of individual pieces and composers from diverse time periods and places • Roles of music in different places and times, e.g. ceremonial music • People have personal connections to music that make it endure over time • Music helps people share feelings and experiences Competencies: <ul style="list-style-type: none"> • Correlate lyrics to a piece's context in time or place • Apply the context of a piece to affect performance 	(No new vocabulary)	Teacher will discuss the context of a piece with students. Students will discuss the implications the context could or should have on the music. Students will choose techniques to apply to the music that will demonstrate the context to the audience. How can context change one's perspective on how to perform a piece?

Materials and Resources

Piano
Repertoire
Recording device and equipment to play back recording
Interactive whiteboard and computer

HS.5 There are formal and informal processes used to assess the quality of works in the arts.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.3.12.A, 9.3.12.B, 9.3.12.E, 9.3.12.G Objectives: <ul style="list-style-type: none"> • Students will be able to describe the role of a professional critic. • Students will be able to share informal opinions with peers. • Students will be able to give and receive constructive feedback to improve performance. • Students will be able to write critiques of their own performances and performances by others. • Students will be able to analyze and interpret critical writings by professionals. 	Students will watch a video of their concert performance and write a formal critique of their own personal performance as well as the entire ensemble's performance. Teacher will check critique for formal critical statement and supporting statements	Concepts: <ul style="list-style-type: none"> • Critics are people whose job it is to evaluate performances. • People informally share their opinions with people around them. Competencies: <ul style="list-style-type: none"> • Give and receive constructive feedback to improve performance • Write critiques of their own performances and performances by others • Analyze and interpret critical writings by professional 	<ul style="list-style-type: none"> • Critic • Critique 	Students will take an informal rehearsal and use a given rubric to assess the performance. Students will take their rubric and apply the information into a formal written critique, as demonstrated by the teacher. They will continue to practice writing and discussing both informal and formal critiques through the rehearsal process. How can a critique guide improvement?

Materials and Resources

Piano
Repertoire
Recording device and equipment to play back recording
Interactive whiteboard and computer

HS.6 People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.

Wednesday, September 23, 2015 2:13 PM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.3.12.A, 9.3.12.B, 9.4.12.B, 9.4.12.C Objectives: <ul style="list-style-type: none"> Students will be able to state and defend an opinion based on complex reasoning. Students will be able to compare their own opinions to those of professional critics. Students will be able to choose visual images to either enhance or contrast with a performance. 	Students will watch/listen to a recording of a work that has been professionally critiqued. Students will read the professional critique and write a comparison between the professional's opinions and their own. Responses will be scored with a rubric.	Concepts: <ul style="list-style-type: none"> People evaluate music differently based on subjective opinion Music can be paired with visual imagery to elicit different responses from an audience Competencies: <ul style="list-style-type: none"> State and defend an opinion based on complex reasoning Compare own opinions to those of professional critics Choose visual images to either enhance or contrast with a performance 	(No new vocabulary)	Students will watch/listen to recordings of musical performances and share personal opinions about the performances with the class. Teacher facilitates student debate about opinions on the performances, guiding students to compare and contrast the class opinions. Why do people have varying opinions about the same performance?

Materials and Resources

Recordings of music performances
Copies of professional written critiques
Interactive whiteboard and computer