

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.

Wednesday, May 06, 2015 1:54 PM

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.E, 9.2.8.F, 9.2.8.G, 9.2.8.K Objectives: <ul style="list-style-type: none"> • Students will be able to describe the characteristics of modern music and some key musicians. • Students will be able to identify source material for compositions. 	Students will identify characteristics that are common to different genres of modern music. Teacher will assess via checklist.	Concepts: <ul style="list-style-type: none"> • Styles of modern music: <ul style="list-style-type: none"> ◦ Rap ◦ Hip hop ◦ Modern pop music • Source material, e.g. Romantic music and myths, West Side Story and Romeo and Juliet Competencies: <ul style="list-style-type: none"> • Describe the characteristics of the styles of modern music and some key musicians • Identify source material for compositions 	<ul style="list-style-type: none"> • Rap • Hip hop • Pop music 	Students will listen to recording of several different selections of music. Students will formulate a list of characteristics of different genres of modern music. How are pop musical and classical music similar?
Materials and Resources				
Recordings and playback equipment Pencils, paper				

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

Tuesday, June 02, 2015 1:55 PM

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.J Objectives: <ul style="list-style-type: none"> Students will be able to compose within a given structure using a DAW. 	Students will compose a selection of music using a DAW. Teacher will assess via rubric.	Concepts: <ul style="list-style-type: none"> Sound Mixing Sequencing Looping Competencies: <ul style="list-style-type: none"> Compose within a given structure using a DAW 	<ul style="list-style-type: none"> Sound Mixing Sequencing Looping DAW (Digital Audio Workstation) 	Students will be given criteria to compose a short musical selection using a DAW. What could you use as a source of inspiration when composing?

Materials and Resources

Soundation Studio (www.soundation.com/studio)
Computers with internet access

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

Tuesday, June 02, 2015 1:56 PM

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.D, 9.2.8.E, 9.2.8.I, 9.2.8.K, 9.2.8.L Objectives: <ul style="list-style-type: none"> • Students will be able to analyze lyrics for artists' intent. • Students will be able to identify common themes in pieces from different eras. 	Students will create a Venn diagram that illustrates characteristics of various eras of music. Teacher will assess via rubric.	Concepts: <ul style="list-style-type: none"> • Lyrics can express the values of an artist • Universal themes of humanity: love, jealousy, death, disease, hate Competencies: <ul style="list-style-type: none"> • Find lyrics and analyze them for artists' intent • Compare two pieces from different eras to identify common themes 	Theme	Students will listen to pieces of music from different time periods. Students will formulate a list identifying common themes between them. Students will show their findings in a Venn diagram. Why does music from different time periods tend to have common themes?
Materials and Resources				
Recordings and playback equipment Pencils, paper				

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

Tuesday, June 02, 2015 1:57 PM

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.D, 9.2.8.E Objectives: <ul style="list-style-type: none"> • Students will be able to correlate traditions and/or events to modern music. • Students will be able to identify mechanisms musicians use in satirical compositions. 	Students will write their own satirical lyrics to an existing song of their choice. Teacher will assess via rubric.	Concepts: <ul style="list-style-type: none"> • Music reflects current traditions and/or events of a given time period • Satire • Irony Competencies: <ul style="list-style-type: none"> • Correlate important traditions and/or events to modern music • Identify mechanisms musicians use in satirical compositions, e.g. new lyrics to same music, adapted motifs 	<ul style="list-style-type: none"> • Satire • Irony 	Weird Al/PDQ Bach unit Students will write their own satirical lyrics to an existing song of their choice. Students will perform their new lyrics "karaoke" style and video tape the performance. What role does satire play in music?
Materials and Resources				
Music recordings and playback equipment Video recording and playback equipment Pencils, paper				

7.5. A vocabulary of critical analysis allows people to compare works in different arts disciplines and judgments about quality even if the works are very different.

Tuesday, June 02, 2015 1:58 PM

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"> • Students will be able to make and support a judgment about the quality of two similar pieces of music. • Students will be able to compare the quality of pieces in different arts disciplines. 	Students will compare the quality of an original piece of music to its parody. Students will support their opinions by writing a short essay. Teacher will assess via rubric.	Concepts: <ul style="list-style-type: none"> • Contextual criticism • The perception of an artist's work is influenced by time, place, and other factors Competencies: <ul style="list-style-type: none"> • Compare two similar pieces of music and make and support a judgment about which is better, e.g. Michael Jackson's "Beat It" and Weird Al's "Eat It" • Compare the quality of pieces in two different arts disciplines from the same time period, e.g. Keith Haring and Michael Jackson 	Contextual criticism	Students will listen to a recording of an original work and of parody. Students will be asked to express and support an opinion about the quality of the works by writing a short essay. How did they arrangers choices effect the quality of the parody?

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.

Tuesday, June 02, 2015 1:59 PM

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.F, 9.3.8.G Objectives: <ul style="list-style-type: none"> • Students will be able to support statements about the merit of modern musical artists. • Students will be able to identify the various roles that contribute to the creation of a piece of modern popular music. 	Students will find examples of people who are musically creative and are "musical celebrities". Teacher will assess via checklist.	Concepts: <ul style="list-style-type: none"> • Modern popular music is influenced by celebrity and persona in addition to musical merit • Much of modern popular music is produced by groups of people rather than by a single singer/songwriter. • Careers and the music industry Competencies: <ul style="list-style-type: none"> • Select examples of an artist whose music has merit and an artist whose career is based on celebrity, and support their position • Research a piece of modern popular music to identify the lyricist, composer(s), producer, performer, etc. 	Acoustics	Students will generate a list of contemporary performers. From that list they will separate them from those that display creativity and those that are merely celebrities doing research to support their findings. What is creativity?
Materials and Resources				
Computers with internet access				

Lesson ideas

Wednesday, November 18, 2015 10:11 AM

Overview of what you will create during the class (their own composition)

Show an example, your own or student work.

Soundation Scavenger Hunt

Drag and drop samples

Drag length of sample

Layer samples

Sample of West Side Story