

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 sight read. • Students will be able to make necessary changes to written music based on characteristics/limitations of instrument or player. 	Students will be select equipment appropriate to achieve desired sound for a piece of music (i.e. mallet hardness) and state reasons for their choices.	Concepts: <ul style="list-style-type: none"> • Key signatures: all twelve keys (major and natural minor) • Odd meter, e.g. 5/8, 7/8 • Structured rehearsal techniques in chamber groups • Quarter note triplets • Sixteenth note triplets • Additional tempo markings, e.g. vivace, presto <ul style="list-style-type: none"> ○ Tempo modification: ritardando, accelerando • Four mallet technique • Sight reading steps: <ul style="list-style-type: none"> ○ Key signature ○ Time signature and tempo marking ○ Accidentals ○ Rhythms ○ Signs • Practice techniques • Characteristics/limitations of instruments • Names of percussion instruments and their parts Competencies: <ul style="list-style-type: none"> • Read and perform pieces in odd meter • Sight read • Make necessary changes to written music based on characteristics/limitations of instrument or player 	<ul style="list-style-type: none"> • Odd meter • Sectional • Quarter note triplet • Sixteenth note triplet • Ritardando • Accelerando 	Students and teacher will inventory options of mallet and instrument combinations. Examine possible options based on desired dynamics, style and tone of music. How do variations in equipment (size, material, hardness, density) effect the sound?
Materials and Resources Copies of selected music literature Variety of percussion equipment				

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, 9.1.12.J Objectives: <ul style="list-style-type: none"> • Students will be able to use metronomes. • Students will be able to find and share opportunities to continue to play outside of school and after graduation. • Students will be able to conduct beat patterns in duple, triple, quadruple meter. • Students will be able to find resource recordings and use them for score study. • Students will be able to use SmartMusic to learn parts and evaluate performance. • Students will be able to read pitches in treble and bass clef. • Students will be able to read and perform stacked notes. • Students will be able to demonstrate techniques for learning parts independently during class. 	Student will play a passage of music using SmartMusic software. Teacher listens and evaluates for accuracy. Student will play a passage of music using SmartMusic software and evaluate for accuracy.	Concepts: <ul style="list-style-type: none"> • Metronome • Opportunities to continue to play outside of school and after graduation • Treble and bass clef Competencies: <ul style="list-style-type: none"> • Use metronome for practice • Find and share opportunities to continue to play outside of school and after graduation • Conduct in basic beat patterns (duple, triple, quadruple meter) • Find resource recordings (YouTube, other) and use them for score study • Use SmartMusic to learn parts and evaluate performance • Read pitches in treble and bass clef • Read stacked notes • Independent, in-class practice techniques 	<ul style="list-style-type: none"> • Metronome • Treble clef • Bass clef 	Student will play a passage of music using SmartMusic software and evaluate for accuracy. How will learning conducting improve instrument performance? How does the size of the ensemble affect the rehearsal technique? Student will play a passage of music using SmartMusic software and evaluate for accuracy.

Materials and Resources

iPad
Speaker
SmartMusic software

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 the relationships between timbre, melody, harmony, and rhythm. • Students will be able to apply expressive elements to convey composer's or performer's intent. 	Perform a piece in different ways and make choices for a performance. Perform a piece of music repertoire in two contrasting styles. 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"> • Timbre, melody, harmony, and rhythm combine to express experiences and ideas. • Expressive markings, e.g. pesante, cantabile Competencies: <ul style="list-style-type: none"> • Analyze the relationships between timbre, melody, harmony, and rhythm • Apply expressive elements to convey composer's or performer's intent 	Timbre	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 how elements of music can be manipulated to realize the composer's intent. Record the music The music will be played incorporating student's suggestions. Further feedback will be given and the music will be performed again. What are the techniques a composer could use to create different expressive results?

Materials and Resources

Pencils
Instruments
Copies of select music literature

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)
9.1.12.A, 9.1.12.C, 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 instrumentation to a piece's context in time or place. • Students will be able to apply the context of a piece to affect performance. • Student will be able to apply reading skills to perform modulations of tempo, meter, key, style, and mood. 	Student will correctly identify when a piece of music should modulate tempo by circling the visual indicators in the music. Teacher and student check for correct identification of visual indicators.	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, dance music • People have personal connections to music that make it endure over time • Music helps people share feelings and experiences • Medley Competencies: <ul style="list-style-type: none"> • Correlate instrumentation to a piece's context in time or place • Apply the context of a piece to affect performance • Apply reading skills to perform modulations of tempo, meter, key, style, and mood 	<ul style="list-style-type: none"> • Medley • Modulation 	Students will be given a selection of music that contains modulations of tempo. Students will notate in music where tempo modulations occur. What are ways that tempo modulation adds interest in music?

Materials and Resources

Pencils
Copies of selected music literature

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

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, 9.3.12.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 write an analysis of a formal criticism written by a professional critic. Assess via teacher generated rubric.	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 professionals 	<ul style="list-style-type: none"> • Critic • Critique 	Students will watch an example of a music performance Students will be given a profession critique that correlates to the recoding that was heard. Students read the criticism and write an analysis. Why do people have different opinions about the same music?

Materials and Resources

Recording and playback equipment
 Copies of formal critique
 Pencils
 Paper

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, 9.3.12.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 select visual images to be displayed during the formal performance of a piece of music and give reasons for their choices. Teacher will assess the selection process and reasons used to support the selection of visuals.	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 professionals 	<ul style="list-style-type: none"> • Critic • Critique 	Students will select visuals images to be displayed during the formal performance of a piece of music and give reasoning for their choices. What images do you see when you listen to the music?
Materials and Resources Copies of selected music literature Computers with internet access				