

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 adjust pitch independently. 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. 	Student will be able to accurately tune their instrument to a reference pitch. Teacher will observe if the student is able to bring their instrument in tune and offer guidance where necessary.	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 sectionals Quarter note triplets Sixteenth note triplets Additional tempo markings, e.g. vivace, presto Tempo modification: ritardando, accelerando Multi-movement pieces Woodwinds: harmony instruments, e.g. piccolo, Eb clarinet, bass clarinet, tenor saxophone 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 Competencies: <ul style="list-style-type: none"> Read and perform pieces in odd meter Adjust pitch independently 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 	Teacher will play reference tuning pitch for student. Student will play the note on their instrument and determine if they are in tune or not and make the appropriate adjustment by adjusting tuning slide/embouchure/valves/air speeds/etc. What does it mean to be in tune?
Materials and Resources				
Tone generator Instruments				

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 and tuners. • 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 choose mutes and adjust playing technique according to mute choice. • Students will be able to find resource recordings and use them for score study. • Students will be able to transpose as necessary for their instruments. • Students will be able to use SmartMusic to learn parts and evaluate performance. 	Student will play a passage of music using SmartMusic software. Teacher listens and evaluates for accuracy.	Concepts: <ul style="list-style-type: none"> • Metronome • Tuner • Opportunities to continue to play outside of school and after graduation • Brass: cup, Harmon, plunger mutes • Transposition Competencies: <ul style="list-style-type: none"> • Use metronome for practice • Use tuner to gauge intonation • Find and share opportunities to continue to play outside of school and after graduation • Conduct in basic beat patterns (duple, triple, quadruple meter) • Choose mutes and adjust playing technique according to mute choice • Find resource recordings (YouTube, other) and use them for score study • Transpose for specific instrument • Use SmartMusic to learn their parts and evaluate their performance 	<ul style="list-style-type: none"> • Metronome • Tuner • Mutes: cup, Harmon, plunger (brass) • Transposition 	Student will rehearse under tempo with metronome and SmartMusic aiming for note and rhythmic accuracy and incrementally increase tempo as ready. How will learning conducting improve instrument performance? How does the size of the ensemble affect the rehearsal technique?

Materials and Resources

iPad
Speaker
SmartMusic and equipment to run it

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 about 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
Music stands

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 professional 	<ul style="list-style-type: none"> • Critic • Critique 	Students will listen/watch an example of a music performance. Students will be given a professional critique that correlates to the recording 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 and 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, 9.4.12.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 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"> 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 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