

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)
<p>9.1.12.A, 9.1.12.B, 9.1.12.C</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to construct major, minor, and chromatic scales. • Students will be able to construct major, minor, and 7th chords. • Students will be able to read and apply key signatures in all twelve keys. • Students will be able to explain the concept of modes. • Students will be able to transpose short melodies into different keys and/or for different instruments. • Students will be able to sight sing with solfege syllables. • Students will be able to notate rhythm, melody, and harmony while listening to excerpts. • Students will be able to detect errors in rhythmic, melodic, and harmonic passages. • Students will be able to read and perform pieces in odd meter. 	<p>Teacher will give students a staff and a key. Students will write a major scale, minor scales (natural, melodic, harmonic), and a chromatic scale in one octave, ascending and descending.</p> <p>Students will pass their work to another student for feedback. Teacher will collect work and check for accuracy.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Scale construction - major, natural minor, melodic minor, harmonic minor, chromatic • Chord construction - major, minor, 7th • Key signatures: all twelve keys • Modes • Melodic transposition • Four-voice harmonies • Odd meter: 5/8, 7/8, etc. <p>Competencies:</p> <ul style="list-style-type: none"> • Melodic and rhythmic transcription • Sight sing with solfege syllables • Read and perform pitches in treble and bass clef • Dictation: rhythmic, melodic, harmonic • Detect errors in rhythmic, melodic, and harmonic passages • Read and perform pieces in odd meter 	<ul style="list-style-type: none"> • Major • Natural minor • Melodic minor • Harmonic minor • Mode • Transposition • Odd meter • Dictation 	<p>Using a guided practice model, teacher will use interactive whiteboard to construct major, all minors, and chromatic scales. Students will practice constructing scales in all keys.</p> <p>Teacher will project a scale and ask students to analyze the characteristics of the scale in order to identify the scale name.</p> <p>Students will sing the scales using solfege syllables and identify the scales aurally.</p> <p>How do we manipulate pitches to create different sounds?</p> <p>How does the choice of scales impact the mood of the music?</p>

Materials and Resources

musictheory.net
 Interactive whiteboard and computer
 Manuscript paper
 Keyboard
 Unpitched percussion instruments
 Student instruments - dependent on enrollment
 Music theory text - Music Reading & Theory Skills by Carolyn Francis www.musicreading.com
 Finale software - teacher copy
 Finale or similar software - student copies

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)
<p>9.1.12.C, 9.1.12.I, 9.1.12.J</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to find and share opportunities to continue to make music outside of school and after graduation. • Students will be able to read pitches in treble and bass clef. • Students will be able to read stacked notes. • Students will be able to write basic half, deceptive, and authentic cadences. • Students will be able to write a figured bass. • Students will be able to compose a bass line for a given melody when provided with chord symbols. 	<p>Students will research and generate a list of opportunities to make music outside of school as a performer, audience member, technician, creator, producer, or other role. They will share their lists with others and provide feedback.</p> <p>Teacher will collect the lists and checks them for accuracy.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Opportunities to continue to make music outside of school and after graduation • Treble and bass clef • Cadence: half, deceptive, authentic • Figured bass <p>Competencies:</p> <ul style="list-style-type: none"> • Find and share opportunities to continue to make music outside of school and after graduation • Read pitches in treble and bass clef • Read stacked notes • Compose a bass line for a given melody when provided with chord symbols 	<ul style="list-style-type: none"> • Treble clef • Bass clef • Cadence • Half cadence • Deceptive cadence • Authentic cadence • Figured bass 	<p>Teacher will lead a discussion with students about the different roles that people can play in community music-making: performer, audience member, technician, creator, producer, or other.</p> <p>Students will brainstorm venues that are used to share information about community music-making, e.g. Facebook events, libraries, advertisements at coffee shops, websites, professional organizations.</p> <p>Students will use their brainstormed list to find information about things that are of interest to them and bring them back to the class to share.</p> <p>How can people continue to make music outside of school?</p>

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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 write expressive elements to convey intent to performer(s). 	Teacher will perform student composition while student marks up a score without expressive markings. Students will compare their original score to the marked up score and complete a written reflection to explain any differences, including making suggestions to improve clarity in communicating with performers. Teacher will score students using a rubric that evaluates their score comparison and reflection.	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 • Write expressive elements to convey intent to performer(s) 	Timbre	Students will compose a piece and add expressive markings. Teacher or student(s) will perform composition. Teacher will facilitate student feedback about specific expressive elements that are areas for improvement. How do expressive markings communicate composer's intent and change performance?

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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.B, 9.2.12.L Objectives: <ul style="list-style-type: none"> Students will be able to apply elements of music to share feelings and experiences in a composition. 	Teacher will perform student composition. Students will complete a written reflection outlining the success of the composition in conveying desired feelings and experiences, providing specific examples. Student responses will be scored with a rubric that evaluates students' use of elements in their composition and how well supported their reflection is.	Concepts: <ul style="list-style-type: none"> Music helps people share feelings and experiences. Competencies: <ul style="list-style-type: none"> Apply elements outlined in big idea 1 (rhythm, harmony, mode, tempo) to share feelings and experiences in a composition 	(No new vocabulary)	Students will listen to Queen's "Don't Stop Me Now" and read the article about why it is a "feel good" song. http://www.today.com/popculture/scientists-say-most-feel-good-song-ever-written-t45726 Using the principles outlined in the article, students will work individually to create a bank of compositional tools with which they associate particular emotions or experiences. Using this bank, students will create a composition to convey specific feelings or experiences. How do composers create music that conveys specific feelings and experiences?

Materials and Resources

Resource recordings and equipment to play recordings
 Copy of article from Today.com - <http://www.today.com/popculture/scientists-say-most-feel-good-song-ever-written-t45726>
 Additional article about elements that make Pharrell Williams' "Happy" is so catchy - <http://www.theguardian.com/music/musicblog/2014/apr/08/pharrell-williams-happy-single>
 Manuscript paper
 Interactive whiteboard

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, Objectives: <ul style="list-style-type: none"> Students will be able to give and receive constructive feedback to improve knowledge and skills. 	<p>Students will work with a partner to critique their composition. Each student will provide specific written feedback about their partner's composition. Teacher will assess student feedback using a checklist.</p> <p>Students will take feedback from their partner and make changes based on the feedback. Teacher will compare the original composition with the feedback to the revised composition and checks to see how feedback was incorporated into any revisions.</p>	<p>Concepts: <ul style="list-style-type: none"> Constructive feedback </p> <p>Competencies: <ul style="list-style-type: none"> Give and receive constructive feedback to improve knowledge and skills </p>	(No new vocabulary)	<p>Teacher will model giving feedback and ask students to reword it in a way that makes it more useful.</p> <p>Students will practice giving feedback on each composition.</p> <p>How does feedback guide improvement?</p>

Materials and Resources

Interactive whiteboard and computer
 Manuscript 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 listen to "Good Vibrations" by The Beach Boys and "Don't Stop Me Now" by Queen. Using the criteria of tempo, mode, and lyrics, students will debate which of the songs is happier. They will support their positions with evidence and complex reasoning. Teacher will use a checklist to evaluate students' use of evidence during the debate.	Concepts: <ul style="list-style-type: none"> People evaluate music differently based on subjective opinion Competencies: <ul style="list-style-type: none"> State and defend an opinion based on complex reasoning 	(No new vocabulary)	Teacher will guide students to change a familiar song's tempo, mode, lyrics, or performance style. Students will discuss how each change affects the listener's perception of the song. Why do people have different reactions to a performance?

Materials and Resources

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Interactive whiteboard and computer