

# 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"> <li>• Students will be able to read and perform pieces in odd meter.</li> <li>• Students will be able to read and perform in four-part harmony.</li> <li>• Students will be able to use falsetto when appropriate.</li> <li>• Students will be able to use vibrato and straight tone when appropriate.</li> </ul>	Students will sing in small groups in four-part harmony.  Students will look at a scoring rubric that outlines criteria, including pitch and rhythm accuracy, as well independence in part singing.  Teacher will record students and score them individually based on the rubric.	Concepts: <ul style="list-style-type: none"> <li>• Odd meter, e.g. 5/8, 7/8</li> <li>• Four-part harmony (SATB)</li> <li>• Falsetto (men)</li> <li>• Vibrato vs. straight tone</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Read and perform pieces in odd meter</li> <li>• Read and perform in four-part harmony</li> <li>• Use falsetto when appropriate</li> <li>• Use vibrato and straight tone when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Odd meter</li> <li>• Falsetto</li> <li>• Vibrato</li> <li>• Straight tone</li> </ul>	Students will learn their part individually by listening to the teacher sing or play it.  Students will practice their individual part until they are comfortable.  Students will combine parts one at a time (two parts, then three parts, and four parts).  How does timbre change when voice parts are added?

## 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"> <li>• Students will be able to use IPA to learn how to pronounce words in different languages.</li> <li>• Students will be able to find and share opportunities to continue to sing outside of school and after graduation.</li> </ul>	Students will sing an unfamiliar phrase in small groups using IPA.  Teacher will record students and evaluate diction using a checklist.	Concepts: <ul style="list-style-type: none"> <li>• IPA (International Phonetic Alphabet)</li> <li>• Opportunities to continue to sing outside of school and after graduation</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Use IPA to learn how to pronounce words in different languages</li> <li>• Find and share opportunities to continue to sing outside of school and after graduation</li> </ul>	International Phonetic Alphabet	Students will take their name or other simple, personal word or phrase and put it into IPA.  Teacher will model using IPA to sound out unfamiliar words in various languages.  Students will practice using IPA to learn unfamiliar repertoire.  How can IPA serve as a tool when learning lyrics?

### Materials and Resources

Recording device and equipment to play back recordings  
 Interactive whiteboard and computer  
 Repertoire  
 IPA manual or reference guide  
 Keyboard  
 Resource websites and other community resources

# 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)
<p>9.1.12.B. 9.1.12.D</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to analyze lyrics and their relationship to melody, harmony, and rhythm.</li> <li>• Students will be able to apply expressive elements to convey composer's or performer's intent.</li> </ul>	<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"> <li>• Lyrics, melody, harmony, and rhythm combine to express experiences and ideas</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>• Analyze lyrics and their relationship to melody, harmony, and rhythm</li> <li>• Apply expressive elements to convey composer's or performer's intent</li> </ul>	<p>(No new vocabulary)</p>	<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  Objectives: <ul style="list-style-type: none"> <li>• Students will be able to describe the history of individual pieces and composers.</li> <li>• Students will be able to outline the role of music in different places and times.</li> <li>• Students will be able to describe personal connections to music that make it endure over time.</li> <li>• Students will be able to describe ways in which music helps people share feelings and experiences.</li> <li>• Students will be able to correlate lyrics to a piece's context in time or place.</li> <li>• Students will be able to apply the context of a piece to inform performance.</li> </ul>	Students will perform the piece discussed, applying the techniques discussed to demonstrate the context.  Teacher records students and evaluates them using a checklist.	Concepts: <ul style="list-style-type: none"> <li>• History of individual pieces and composers</li> <li>• Roles of music in different places and times, e.g. ceremonial music</li> <li>• People have personal connections to music that makes it endure over time</li> <li>• Music helps people share feelings and experiences</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Correlate lyrics to a piece's context in time or place</li> <li>• Apply the context of a piece to affect performance</li> </ul>	(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.

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

## 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"> <li>• Students will be able to state and defend an opinion based on complex reasoning.</li> <li>• Students will be able to compare their own opinions to those of professional critics.</li> <li>• Students will be able to choose visual images to either enhance or contrast with a performance.</li> </ul>	Students will watch/listen to a recording of a work that has been professionally critiqued.  Students will read a professional critique and write a comparison between the professional's opinions and their own.  Assess via teacher rubric.	Concepts: <ul style="list-style-type: none"> <li>• People evaluate music differently based on subjective opinion</li> <li>• Music can be paired with visual imagery to elicit different responses from an audience</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• State and defend an opinion based on complex reasoning</li> <li>• Compare own opinions to those of professional critics</li> <li>• Choose visual images to either enhance or contrast with a performance</li> </ul>	(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