Unit 4: Connecting

Content Area: **Fine and Performing Arts**
Course(s):   **Introduction to Vocal Music**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

Studying content in isolation fails to develop in students the ability to connect ideas both within and across disciplines. The Connecting Unit bring students together around central concepts of societal, cultural, and historical contexts in order to understand their art form in relation to the world around them.

Enduring Understandings:

• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

• Understanding connection to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Questions:

• How do musicians make meaningful connections to creating, performing, and responding?

• How do the other arts, other disciplines, contexts =, and daily life inform creating, performing, and responding to music?

Standards/Indicators/Student Learning Objectives (SLOs):

• Examine how composers affected established or emergent forms of musical expression.

• Explore how music is used in non-western cultures.

• Summarize ways that new technology have impacted access to music.

MU.9-12.1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Lesson Titles:

• The World We Know: Where We Find Our Music

• We're All Connected: Music As a Soundtrack for Life

Career Readiness, Life Literacies, & Key Skills:

| TECH.9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |

Inter-Disciplinary Connections:

| LA.RH.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |

Equity Considerations

Climate Change

Topic: **Addressing Climate Change in the Music Industry**

Materials: **The Face: [What's the music industry doing about climate change?](#)**

Addresses the Follow Component of the Mandate: *This will help frame the impact of climate change on local and global communities, particularly within the audio industry.*

Summative Assessment:

- Alternate Assessment
- Benchmark
- Class Presentations
- Concerts
- Marking Period Assessment

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Resources & Materials:

- Mobile technology
- Recording technology
- Sheet music

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Instruction is primarily large-group do to the nature of rehearsals. However, through those rehearsals we are able to cover a wide range of topics using a variety of activities.

- Levels 1-3 of Webb's DOK chart (Level 4 rarely reached, though always the goal for "Creating")

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes

- Assign fewer problems at one time (e.g., assign only odds or evens)

- Differentiated center-based small group instruction

- Extra time on assessments

- Highlight key directions

- If a manipulative is used during instruction, allow its use on a test

- Opportunities for cooperative partner work

- Provide reteach pages if necessary

- Provide several ways to solve a problem if possible

- Provide visual aids and anchor charts

- Test in alternative site

- Tiered lessons and assignments

- Use of a graphic organizer

- Use of concrete materials and objects (manipulatives)

- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments

- Enrichment projects

- Extension activities

- Higher-level cooperative learning activities

- Pairing direct instruction with coaching to promote self-directed learning

- Provide higher-order questioning and discussion opportunities

- Provide texts at a higher reading level

- Tiered assignments

- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments

- Adjusted assignment timelines

- Agenda book and checklists

- Answers to be dictated

- Assistance in maintaining uncluttered space

- Books on tape

- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

- Chromebooks
- Mobile Technology

| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |

Computer Science and Design Thinking Standards

Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.