Unit 1: Creating

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

Unit Overview:

Creating in the performance domains takes on a variety of forms, including composition, arranging, and producing. Within each of these are subsets of creation including interpretation and improvisation.
The Creating unit will emphasize several of these forms including arranging, interpretation, improvisation, and production. Examples include, but are not limited to, arranging simple songs in new styles, studying written harmonies of popular music and interpreting/improvising the implied harmonies within chord structures, and the production of presentations on each student's musical self.

Essential Questions:

- How can creating occur with and without an ensemble of musicians?

- How does the creative process in music encompass more than notation and composition?

- What, if any, limitations are there to the creative process in choral music?

Enduring Understandings:

- Creating as a process includes both the individual and the ensemble.

- The creation process in music, is inclusive of arranging, improvisation, interpretation, and presentation.

- The process of creating music is not exclusively comprised of composition, notation software, or manuscript paper.

Standards/Indicators/Student Learning Objectives (SLOs):

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:

- Giving a Voice to Creation

- The Creative Process in Music

- Why the Creative Process is Both Messy and Imprecise

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

Holocaust Mandate

Topic: **Song for choir written during Holocaust**

Materials Used: **Exact song TBD ; changed on a rolling basis.**

Addresses the Following Component of the Mandate: *From the Section: 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum:*

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

- Bias
- Bullying
- Holocaust Studies

Amistad Mandate

Topic: **The Teaching of the Significance of African-American Music and Musicians**

Materials Used: **Visions of Research in Music Education** [The Miseducation - and Missed Education - Of Musicians About African-American Music and Musicians](#)

Addresses the Following Component of the Mandate: *This resource addresses how we teach contributions from African-American musicians and how to avoid authenticity in the history of segregation.*

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Summative Assessment:

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

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments
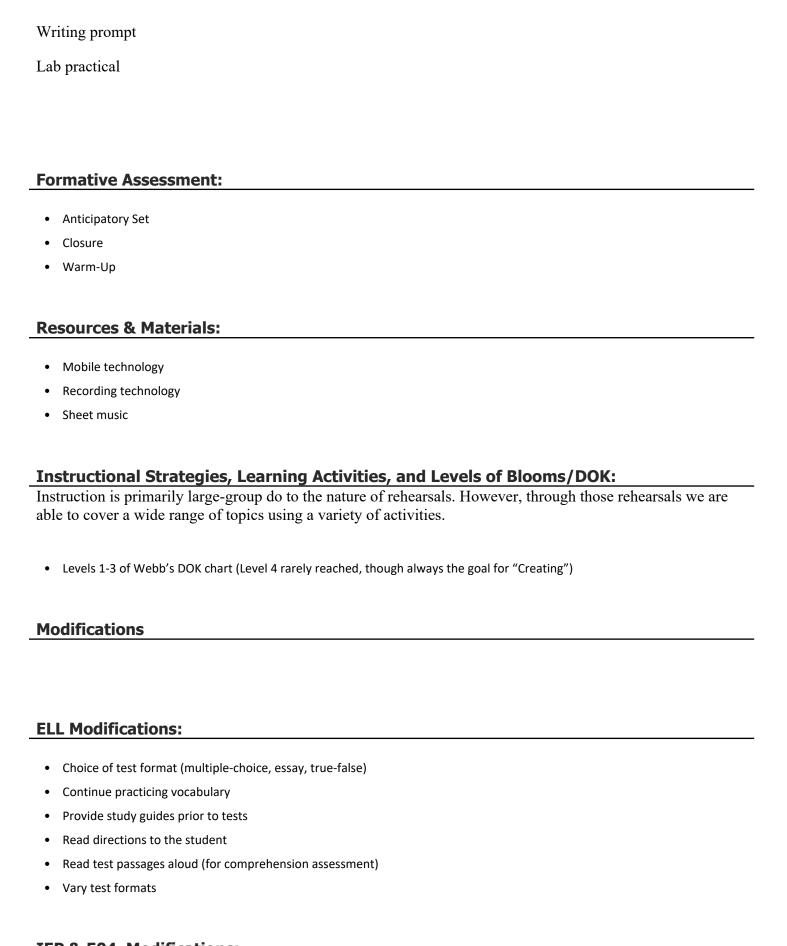
Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

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

Computer Science and Design Thinking Standards

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.