

# Unit 3: Responding

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

## Unit Overview:

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If creating and performing are the goals of the music student then evaluating those goals must accompany students on their journey. The idea of responding to works of art includes understanding how the arts convey meaning and how to evaluate that process. Students must go beyond the learned notes and techniques into analysis of theirs and other artists' work, as well as be able to interpret or ascribe meaning and merit to works using evaluative and objective, not subjective criteria.

## Enduring Understandings:

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- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performance provide clues to their expressive intent.

## Essential Questions:

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- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How does understanding the structure and context of music inform a response?

## Standards/Indicators/Student Learning Objectives (SLOs):

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- Students will listen to musical selections by a variety of composers to identify how each used the elements of music in different contexts.
- Students will perform and record a musical selection to practice critique and experience the process of growth through practice.

MU.9-12.1.3C.12acc.Re9a

Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

## Lesson Titles:

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- Concert Critique: It's Not Always As Bad (Or Good!) As You Remember!
- Objectivity in a Subjective World
- Responding Through Bias

## Career Readiness, Life Literacies, & Key Skills:

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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:

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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

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## Asian American Pacific Islander Mandate

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Topic (Person and Contribution Addresses): **Careers in Audio Production**

Materials Used: SoundGirls: [Life in the Less than 5%](#)

Addresses the Following Component of the Mandate: *This addresses the following: "By expanding the K-12 curriculum to include lessons on the history and contributions of the AAPI community, we can help break down persisting negative stereotypes and show the over [140,000](#) Asian American and Pacific Islander students in our state that their stories and experiences matter."*

- Economic
- Political
- Social

## Alternative Assessments

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

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## **Benchmark Assessments**

Skills-based assessment

Reading response

Writing prompt

Lab practical

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## **Summative Assessment:**

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

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## **Formative Assessment:**

- Anticipatory Set
- Closure
- Warm-Up

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## **Resources & Materials:**

- Mobile technology
- Recording technology
- Sheet music

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## **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**

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### **ELL Modifications:**

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- 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:**

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\*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:**

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- 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**

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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**

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- 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**

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