Unit 1: Application to Music

Content Area: **Fine and Performing Arts**
Course(s):   **M.S. Choir**
Time Period: **September**
Length: **Throughout the school year**
Status: **Published**

Unit Overview

- In this unit, students will discover that all music, regardless of genre or era, has musical elements. Students will learn how to use analyze these elements in an unknown piece of music so that they can learn how to interpret the piece's musicality. This will help the student learn critical musical analysis skills that are essential in building musicianship.

Essential Questions

How do musicians generate creative ideas?

How do musicians make creative decisions?

How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

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?

Enduring Understandings

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Musicians' creative choices are influenced by their expertise, context and expressive intent.

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

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

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Standards/Indicators/Student Learning Objectives (SLOs)

MU.K-12.1.3C.12nov.Cr1	Generating and conceptualizing ideas.
MU.K-12.1.3C.12int.Cr1	Generating and conceptualizing ideas.
MU.K-12.1.3C.12nov.Cr2	Organizing and developing ideas.
MU.K-12.1.3C.12int.Cr2	Organizing and developing ideas.

MU.K-12.1.3C.12nov.Re7	Perceiving and analyzing products.
MU.K-12.1.3C.12int.Re7	Perceiving and analyzing products.
MU.K-12.1.3C.12int.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-12.1.3C.12nov.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-12.1.3C.12nov.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.12int.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

MU.K-12.1.3C.12int.Cr1	Generating and conceptualizing ideas.
MU.K-12.1.3C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12int.Cr2	Organizing and developing ideas.
MU.K-12.1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12int.Re7	Perceiving and analyzing products.
MU.K-12.1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
MU.K-12.1.3C.12int.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Lesson Titles

• Analyzing elements in an unknown piece of music-The students will identify elements in a piece of music that they have never seen. The students will analyze both the meaning and use of elements in music which is unknown to them.

• Analyzing music from their own background/culture - project

• Finding elements in music of differing cultural backgrounds and ethnicities-The students will compare and contrast elements in music of differing cultural and ethnic backgrounds and they will recognize that elements of music exist throughout the world.

• Finding elements in music of differing eras-The students will compare and contrast elements in music of different eras. The students will recognize that elements exist in music from all eras.

• Finding elements in music of differing genres-The students will compare and contrast elements in music of different genres. The students will recognize that elements exist in music from all genres.

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

Inter-Disciplinary Connections

LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.8.3.1	All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
LA.8.3.2	All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
LA.8.3.4	All students will listen actively to information from a variety of sources in a variety of situations.
LA.8.3.5	All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
SOC.5-8.6.2.8	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.5-8.6.3.8	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

Instructional Strategies/Learning Activities/Levels of Blooms/DOK

- Full Voice Workbook
- Listening to performances
- Project using internet research to investigate their own backgrounds
- Reading through a new piece of music
- Reading through current music
- Singing
- Warm downs
- Warm ups
- Written acitivites

ELL Modifications

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- Be flexible with time frames and deadlines
- Focus on domain specific vocabulary and keywords
- Offer alternate/or modify assessments
- Provide ELL students with multiple literacy strategies
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Repeat, reword, clarify
- Tap prior knowledge

IEP & 504 Modifications

- Allow student to edit with teacher comments the first attempt at a graded written assignment

- Focus on domain specific vocabulary and keywords

- Less questions per page

- Modeling and showing lots of examples

- Non-verbal redirection of behaviors

- Providing students with content vocabulary prior to teaching a lesson including that vocabular

- Speaking to students privately when redirecting behaviors

- Teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days

G & T Modifications

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

- Determine where students' interests lie and capitalize on their inquisitiveness.

- Employ differentiated curriculum to keep interest high.

- Encourage students to explore concepts in depth and encourage independent studies or investigations.

- Student led/directed discussions

At Risk Modifications

- AE time

- Hands-on Instruction

- Modeling and showing lots of examples

- More resources/supports

- Non-verbal redirection of behaviors

- Providing students with content vocabulary prior to teaching a lesson including that vocabulary

- review, restate, reword directions

- Slower pacing of materials

- Speaking to students privately when redirecting behaviors

- Study guides

- Testing modifications

- Visuals

Formative Assessment

- Corrections to assignments

- Discussion
- Question and answer
- THumbs up/Thumbs down/Thumbs sideways
- What did you do well?
- What do you still not understand?
- What needs to be improved?
- Written assignments

Summative Assessment

- Concerts
- Marking Period Assessments
- Performances graded with rubrics
- Written tests

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

Resources & Materials

- Finale
- Full Voice Workbook
- Noteflight
- Sibelius
- Xoom recordings
- Youtube

Technology

TECH.8.1.8	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.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.