Unit 4: Listening Journal Project

Content Area: **Fine and Performing Arts**
Course(s): **English I, Exploratory Music**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview

In this unit the students will choose a music artist or group to research. They will also choose a work by this artist to present to the class. They will present all of the factors that are typically analyzed is a Listening Journal activity using Google Slides and the Promethean Board.

Essential Questions

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

- How do musicians generate creative ideas?

- How do musicians improve the quality of their creative work?

- How do musicians make creative decisions?

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

- How do performers select repertoire?

- How do we judge the quality of musical work(s) and performance(s)?

Enduring Understandings

- 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.

- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

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

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

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

- 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 performers provide clues to their expressive intent.

Standards/Indicators/Student Learning Objectives (SLOs)

MU.6-8.1.3A.8.Cr1	Generating and conceptualizing ideas.
MU.6-8.1.3A.8.Cr2	Organizing and developing ideas.
MU.6-8.1.3A.8.Cr3	Refining and completing products.
MU.6-8.1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
MU.6-8.1.3A.8.Re7	Perceiving and analyzing products.
MU.6-8.1.3A.8.Re8	Applying criteria to evaluate products.
MU.6-8.1.3A.8.Re9	Interpreting intent and meaning.
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.

Lesson Titles

- Evaluation
- Finding value in musical works across all genres, cultures, ethnicities, religions, genders, sexual orientations, etc.
- Introduction to research and selecting a music artist/group
- Personal choices in music/artist selection
- Persuasive writing assignment
- Presentation and analyzation of musical works
- Research process

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
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.
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Multiple solutions often exist to solve a problem.

Inter-Disciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
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.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

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

Students will reach higher levels of Bloom's Taxonomy as they take the lead and teach the other students about musical artists and their music.

ELL Modifications

- Be flexible with time frames and deadlines
- Focus on domain specific vocabulary and keywords
- Offer alternate/or modify assessments
- Offer resources for specific topics in primary language
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Repeat, reword, clarify
- Tap prior knowledge

IEP & 504 Modifications

- Allowing co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test
- 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 vocabulary
- Rewording questions so that there are not higher level vocabulary within the question
- 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

- Argumentation and debate

- 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.

- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking

- Employ differentiated curriculum to keep interest high.

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

- Invite students to explore different points of view on a topic of study and compare the two.

- Student led/directed discussions

At Risk Modifications

- AE help
- 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
- Reducing homework length to just those tasks most important for review
- Review, restate, reword directions
- Slower pacing of materials
- Speaking to students privately when redirecting behaviors
- Testing modifications
- Visuals

Formative Assessment

- Daily goal check in
- GoGuardian
- Packet work
- Thumbs up/down

Summative Assessment

- Project packet completion
- Slide show presentation
- Writing assignment

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessment

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources/Materials

- Biographical information
- Music Streaming Sites
- Project Packet
- YouTube

Technology

- Chromebooks
- Google Classroom
- Google Slides
- Internet biographical websites

- Promethean Boards
- YouTube

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.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.