

Unit 3: Performance of Simple Songs

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **Ongoing**
Status: **Published**

Brief Summary of Unit

ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

The students will learn to play simple songs in various styles including rock, folk, blues, and pop. Students will perform music in small groups, as individuals and as a large guitar ensemble. Students will continue to listen and identify music and style examples. Students will be encouraged to form opinions about the music they are listening to and performing to defend points of view through the language of music and guitar technique.

Standards

| | |
|--------------------------|--|
| 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.12nov.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. |
| MU.K-12.1.3D.12nov.Cr1a | Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies. |
| MU.K-12.1.3D.12nov.Cr2a | Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies. |
| MU.K-12.1.3D.12nov.Cr3a | Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies. |
| MU.K-12.1.3D.12nov.Cr3b | Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. |
| MU.K-12.1.3D.12nov.Pr4a | Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context. |
| MU.K-12.1.3D.12nov.Pr4b | Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation. |
| MU.K-12.1.3D.12nov.Pr4c | Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments. |
| MU.K-12.1.3D.12nov.Pr5a | Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances. |
| MU.K-12.1.3D.12nov.Pr6a | Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an |

| | |
|-------------------------|--|
| | understanding of the audience and the context. |
| MU.K-12.1.3D.12nov.Re7a | Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context. |
| MU.K-12.1.3D.12nov.Re7b | Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music. |
| MU.K-12.1.3D.12nov.Re8a | Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate). |
| MU.K-12.1.3D.12nov.Re9a | Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music. |

Transfer

- • The students will be able to perform common songs in various styles.

Essential Questions

- • How do I interpret a chord chart?
- • What chord progressions are common to each style?
- • What essential rhythms are common to each style?
- • What strumming and/or picking patterns are common to each style?

Essential Understandings

- • Styles of music have distinctive qualities defined by chord patterns, strumming patterns and form.
- • They can perform music from reading a chord chart or lead sheet.

Students Will Know

- • How to interpret songs by reading a chord chart or lead sheet.
- • How to read notation and how to translate that knowledge to the instrument.
- • That it takes time and repetition to develop the ability to perform songs properly.

Students Will Be Skilled At

- • Identifying by ear periods of music based on chords and strumming patterns.
- • Performing basic music from notation.
- • Playing specific songs in various styles.

Evidence/Performance Tasks

- • Criteria for these tasks will be visual and aural. All tasks will be evaluated for accuracy.
- • The student will be required to perform specific songs in various styles while holding the instrument properly.
- • The student will perform basic songs from notation.

Learning Plan

- • Design opportunities for students to critique each other's performances using the language of guitar technique and music making.
- • Design opportunity for student designed rubric to assess student performance.
- • Provide listening opportunities on a regular basis to train student ear for identifying style and form.
- • Teacher will match student ability level with appropriate level of songs to be performed.

Materials

Suggested Strategies for Modifications

- • Extra time will be allowed for students to master the tasks if needed.
- • Gifted students will be given more advanced exercises for performance.
- • More one-on-one with the teacher during regular class time.
- • Students will be matched with appropriate level of song to ability.