

Unit 04: Personal Development through Music-Making

Content Area: **Music**
Course(s):
Time Period: **Marking Period 3**
Length: **ongoing**
Status: **Published**

Brief Summary of Unit - Revised June 2021

Making music together in an ensemble allows students to learn about their strengths and weaknesses, but most ensemble classes, due to time constraints and the large number of students, do not address the specific interests of individual students. The small and close-knit environment of the Madrigal Choir allows students an opportunity to engage in personal reflection and education, through which they can choose an area of musical study. By investigating their own interests, students enrich their own learning experience and can connect their study to their musical and non-musical plans for life beyond high school, in college and/or career.

Standards

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

MU.9-12.1.3C.12acc.Cr2	Organizing and developing ideas.
MU.9-12.1.3C.12acc.Cr3	Refining and completing products.
MU.9-12.1.3C.12acc.Pr	Performing
MU.9-12.1.3C.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3C.12acc.Pr6	Conveying meaning through art.
MU.9-12.1.3C.12acc.Re	Responding
MU.9-12.1.3C.12adv.Re	Responding
MU.9-12.1.3C.12adv.Re7	Perceiving and analyzing products.
MU.9-12.1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
MU.9-12.1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
MU.9-12.1.3C.12acc.Re8	Interpreting intent and meaning.
MU.9-12.1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
MU.9-12.1.3C.12adv.Re9	Applying criteria to evaluate products.
MU.9-12.1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
MU.9-12.1.3B.12adv.Cn	Connecting
MU.9-12.1.3B.12acc.Cn	Connecting
MU.9-12.1.3B.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.

MU.9-12.1.3B.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
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.
MU.9-12.1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.9-12.1.3B.12acc.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.9-12.1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand

	how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their 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.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP10.1	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.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Essential Questions/Enduring Understandings

- Creativity is vital to career success in the 21st century.
- Finding and pursuing one's personal passion is valuable and rewarding.
- Finding areas of interest for deep study greatly enhances a person's understanding and knowledge of the subject matter.
- How might my study of music affect my plans for college and/or career in the future?

- Music-making and the arts can play a central role in one's life and build relevant skills even if he/she does not pursue a career in the arts.
- Setting personal goals is an important part of advancement and learning.
- What might I become through music?
- Who am I and how is music part of my identity?

Students Will Know/Students Will Be Skilled At

- Creatively presenting valuable information to others.
- How to create a personal learning plan with measureable and achievable goals.
- How to identify personal musical interests and goals.
- How to self-assess and self-regulate.
- How to synthesize experiences and learned information.
- Key terms and vocabulary, including passion, creativity, artistry, individuality, self-assessment and self-regulation, measurable goals and objectives, perception, leadership.
- Various techniques of research, exploration, experimentation, practice, and data collection necessary for personal growth.

Learning Plan

- At the end of the semester, students and teacher will evaluate their work and progress. Each student will prepare a presentation to the class, demonstrating their new skills, knowledge, findings, or creations.
- Preview the essential questions and connect to learning throughout the course.
- Students embark upon their own learning journey which may or may not include research, experimentation, study, practice, listening, analysis, composition, arranging, and/or performing. With the guidance of the teacher, students will evaluate their progress and achievement periodically throughout the spring semester. Teacher will assist students in finding and obtaining information, resources, and technological needs for the projects as necessary. Each student and the teacher will agree on appropriate guideposts and benchmarks during the course of the semester and check-in on individual progress periodically.
- Students will consider and formulate their personal musical goals for the spring semester using the essential questions and enduring understandings. Teacher will provide examples of possible research or performance topics and assist students to hone in on a specific, achievable goal.
- Students will reflect upon their personal projects and all their experiences throughout the year and specifically address how their learning in Madrigal Choir relates to their chosen path beyond high school.
- Teacher and student review S.M.A.R.T goals and create examples of them.
- Teacher will present student will articles and resources concerning career planning, personal learning plans, and finding their passion and life's work. The class will look at excerpts from Malcolm Gladwell's Outliers. The class will reflect on what characteristics and traits allow successful people to find success.
- Through discussion and writing prompts, teacher and students explore their own personal goals, motivations to study music, anticipated plans beyond high school and career plans.
- With the teacher's assistance and approval, students will write a proposal and create their own learning plan to guide their semester projects. They will set S.M.A.R.T. goals that are measurable, achievable, and personally meaningful.

Evidence/Performance Tasks

Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Performing/ Presenting/ Producing, Connecting, and Responding.

- Create a personal learning plan for the semester based upon personal goals with a clear and measurable outcome.
- Create a presentation, performance, or demonstration which shares personal achievements research and findings with the class.
- Draw conclusions and evaluate growth in personal goal areas.
- Explore and reflect on the essential questions through discussions and journaling.
- Identify personal musical interests and goals.
- Interpret, critically analyze, and evaluate data and information which is found or presented.
- Prepare and perform music successfully with and without instruction by the teacher.
- Self and peer evaluate outcomes, growth, and learning using self- and teacher-generated rubrics.
- Self-assess progress and achievement throughout the process of learning, practice, and research.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

- A variety of advanced high school choral repertoire, including but not limited to recommendation lists from the American Choral Directors Association (ACDA), the National Association for Music Education (NAfME), and the NYSSMA Manual
- A variety of musical, print, or digital research material as appropriate and necessary to each student's personal learning goals.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations: [Performing Arts Accommodations & Modifications](#)

The entire course element of “Personal Development through Music-Making” is differentiated and tailored to each student's abilities and interests. Students are able to explore their own interests within the context of the class. With the guidance of the teacher, they create their own learning goals, their own projects and presentations, and they are evaluated on personal progress and growth.

