# 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

As developing musicians and artists, students benefit from opportunities to reflect on their individual strengths, interests, and areas for growth. The close-knit environment of Madrigal Choir provides students with the opportunity to establish personal musical goals and pursue an area of study or exploration that is meaningful to them. Throughout the semester, students engage in reflection, practice, and discovery as they work toward achieving their goals and expanding their musicianship. By taking ownership of their individual growth, students develop independence, confidence, and self-awareness while building skills that extend beyond the rehearsal room and into their future academic, professional, and personal pursuits.

Revised: July 2026

## Standards

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

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

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| 1.3C.12adv.Cr1a | Compose and improvise musical ideas for a variety of purposes and contexts. |
| 1.3C.12adv.Cr2a | Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. |
| 1.3C.12adv.Cr3a | Evaluate and refine varied draft musical works based on appropriate criteria, including the |

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| | extent to which they address identified purposes and contexts. |
| 1.3C.12adv.Cr3b | Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts. |
| 1.3C.12adv.Pr4a | Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. |
| 1.3C.12adv.Pr4b | Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. |
| 1.3C.12adv.Pr4c | Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience. |
| 1.3C.12adv.Pr5a | Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. |
| 1.3C.12adv.Pr6a | Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. |
| 1.3C.12adv.Pr6b | Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances. |
| 1.3C.12adv.Re | Responding |
| 1.3C.12adv.Re7 | Perceiving and analyzing products. |
| 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. |
| 1.3C.12adv.Re7b | Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music. |
| 1.3C.12adv.Re9 | Applying criteria to evaluate products. |
| 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. |
| 1.3B.12adv.Cn | Connecting |
| 1.3B.12adv.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 1.3B.12adv.Cn10a | Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music. |
| 1.3B.12adv.Cn11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. |
| 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 |

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| | 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, |

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| | 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

- How does providing and receiving peer feedback within an ensemble shape my personal musical identity and growth?
- How might my study of music affect my plans for college and/or career in the future?
- What might I become through music?
- Who am I and how is music part of my identity?

## Enduring Understandings

- Creativity and adaptability are 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.
- 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.

## 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 provide, receive, and implement constructive peer feedback during the creative and rehearsal process.
- 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 students 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 students will articles, book excerpts, and resources concerning career planning, personal learning plans, and finding their passion and life's work. 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.
- excerpts from Atomic Habits by James Clear
- excerpts from Indispensable by Anirudh Bajaj
- excerpts from Outliers by Malcolm Gladwell
- excerpts from Range by David Epstein

## 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.