

Social, Personal, and Interdisciplinary Development through Music-Making Copied from: Tenor Bass Chorus Grade 9-12 (Formerly Men's Chorus), Copied on: 11/30/23

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **65 days**
Status: **Published**

Brief Summary of Unit

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

Through singing, students will experience how the Arts affect us and our world. Students will discover the connections between music, other Arts, and disciplines outside the Arts. Students will be encouraged to engage in music-ing and support musical activities and performances throughout their lives.

Revised August 2019

MU.9-12.1.3B.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.9-12.1.3B.12prof.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.9-12.1.3B.12prof.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.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3C.12prof.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3C.12prof.Cr2	Organizing and developing ideas.
MU.9-12.1.3C.12prof.Cr3	Refining and completing products.
MU.9-12.1.3C.12prof.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3C.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3C.12prof.Pr6	Conveying meaning through art.
MU.9-12.1.3C.12prof.Re7	Perceiving and analyzing products.
MU.9-12.1.3C.12prof.Re8	Interpreting intent and meaning.
MU.9-12.1.3C.12prof.Re9	Applying criteria to evaluate products.
MU.9-12.1.3C.12prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
MU.9-12.1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of

	historical periods studied in rehearsal.
MU.9-12.1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU.9-12.1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
MU.9-12.1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
MU.9-12.1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.9-12.1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
MU.9-12.1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.9-12.1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
MU.9-12.1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
MU.9-12.1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
MU.9-12.1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
MU.9-12.1.3C.12prof.Re8a	Explain and 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 personal research.
MU.9-12.1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
SEL.PK-12.1	Self-Awareness
SEL.PK-12.2	Self-Management
SEL.PK-12.3	Social Awareness
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.5	Relationship Skills

Essential Questions

- Who are we and how does music affect us as human beings?
- What and who can we become together through music?
- Why are the Arts, specifically music, so important to a culture and society?
- How does music affect our daily lives?
- How does music communicate ideas which cannot be stated in words?
- How can music initiate change?
- How can people serve others through music?

Students Will Know

Students will know and understand...

- The elements, processes, and organizational principles which are common to music and the other Arts.
- How music and various disciplines outside the Arts are interrelated.
- How music enhances our lives and our world.
- The elements of music through which the composer and performers communicate specific emotions or messages to the audience.
- How music can empower us to change our world.
- The Arts enrich the lives of all people
- Music-making can be fulfilling and empowering.
- Service through music is ennobling.
- Music-making builds strong social relationships and draws people together.

Learning Plan

- Students work together preparing choral repertoire for the concert. Teacher facilitates a classroom environment of care, compassion, openness, and respect so students may form strong working relationships with their peers and find comfort in performing together. Students also discuss the idea that music performance is a service to others and enriches the lives of others.
- Students and teacher discuss the ways music connects to their lives. Students list the places and ways they experience music each day and brainstorm about how each musical experience affects a person. How would a person's day be without any music?
- Students write reflections, connecting music to other subjects and fields of interest.
- Teacher and students discuss connections specific to specific repertoire being studied and prepared for performance.
- Students are invited to take part in musical activities which provide a service to other people, with an understanding that service is ennobling, uplifting and liberating.

Evidence/Performance Tasks

- Identify the elements of music and music-making which are common to the other Arts.
- Identify the elements of music and music-making which are common to other fields of study.
- Connect specific choral repertoire from the class to another field.
- Identify the ways music affects our society and our world.
- Evaluate the importance and prevalence of music and music-making in their own lives and within popular culture.
- Perform choral repertoire within a cohesive group of students who have built a positive working relationship with one another and the teacher.
- Extend the music experience to their world beyond the classroom.

Materials

- Varied and diverse repertoire
- Journals

Suggested Strategies for Modifications

Tenor Bass Choir [Accomodations](#)