Unit 1 - Social, Personal, and Interdisciplinary Development through Music-Making

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

Brief Summary of Unit

Through singing, students will experience how the arts affect us and our world. Making music together can build community, foster connections, and give voice to shared ideas and values. Students will discover the connections between music, other Arts, and disciplines outside the Arts. Students will be encouraged to engage in music-making and support musical activities and performances throughout their lives.

Revised June 2025

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

1	Self-Awareness
P.1	Act as a responsible and contributing community members and employee.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
P.6	Model integrity, ethical leadership and effective management.
2	Self-Management
P.9	Work productively in teams while using cultural/global competence.
3	Social Awareness
4	Responsible Decision-Making
5	Relationship Skills
1.3C.12prof.Pr6	Conveying meaning through art.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12prof.Re7	Perceiving and analyzing products.
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.
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.
1.3C.12prof.Re8	Interpreting intent and meaning.
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.

1.3B.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12prof.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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 and enrich the daily lives of all people?
- How does music communicate ideas which cannot be stated in words?
- How can music initiate change?
- How can people serve others through music?
- How does singing together promote social/emotional well-being and mental health?
- How does making music draw people together, and foster a sense of community and understanding among people?

Students Will Know/Be Skilled At

- 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.
- Connecting with different people through making-music together.
- Using music and music-making for their own mental health and wellness.

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. Teacher discusses with students that unlike other subject areas and fields of study, our success depends on everyone else in the classroom. Students also discuss the idea that music performance is a service to others and enriches the lives of others.
- Students discuss the ways in which the skills they are learning in chorus and the repertoire they are learning for performance connect to many other subjects and fields of study. Students are asked to write about connections to something else they are studying in school.
- 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 engage with media throughout the semester, which underscores the way music connects people and builds community, including several TED talks, the television series, *It Takes a Choir,* and articles that talk about music and the brain and singing for wellness.
- Students write reflections, connecting music to other subjects and fields of interest.
- Teacher and students discuss connections specific to the repertoire being studied and prepared for performance.
- Students are invited to take part in musical activities which provide a service to other people, (which could include performing for a group of senior citizens, or a group of children) with an understanding that service is ennobling, uplifting and liberating. Students reflect on these experiences in discussion and in writing.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom/rehearsal. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative. The performance tasks listed below are examples of the types of assessments the teacher may use to track student progress and inform instruction.

- Explore and reflect on the essential questions through in-class and online discussions, journaling, turn-and-talk, entrance and exit tickets, peer and self reflections, etc.
- Teacher observation of student performance and participation in rehearsal.
- Individual or small group hearings.
- Written essays and reflections.
- Performances.
- Mid-term and final exams.

-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.

-Identify the ways music and music-making can promote individual mental health and wellness.

-Evaluate the importance and prevalence of music and music-making in their own lives and within 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, sharing music with others through a service activity.

Materials

- Varied and diverse choral and solo vocal repertoire
- Music manuscript books/journals
- Media and articles which demonstrate the benefits of music-making and its ability to build community, including the television show, *It Takes a* Choir, or any of the number of TED talks about the benefits of singing https://www.ted.com/talks?q=singing&sort=relevance, or one of many articles on the topic, including https://www.washingtonpost.com/wellness/2023/06/25/singing-with-others-mental-physical-health/

Suggested Strategies for Modifications

Treble Chorus Accommodations and Modifications