

# Unit 9: Reinforcement of Music Appreciation/Individual Instrument Instruction

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

## Unit Name

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## Learning Objectives

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- Students will analyze a variety of musical works to identify key elements such as melody, harmony, rhythm, and texture, and how these elements contribute to the overall interpretation.
- Students will analyze compositional techniques and styles to understand how they contribute to the overall function and meaning of the music.
- Students will analyze different musical works and identify the intended audience and context for each composition
- Students will analyze how compositional techniques (such as counterpoint, orchestration, and thematic development) contribute to the overall style and function of the music
- Students will analyze how performances reflect the formal design of the work, recognizing the relationship between musical elements and the overall structure.
- Students will analyze selected pieces to understand how compositional techniques contribute to the expression of concepts and storylines.
- Students will analyze various musical works to determine how they convey personal experiences, emotions, or narratives
- Students will apply their criteria to assess their own and peers' compositions, providing specific feedback for refinemen
- Students will apply theoretical concepts, such as form, counterpoint, and modulation, to analyze selected works and assess the complexity of the compositional techniques used.
- Students will articulate and defend their interpretations through written or verbal presentations, using specific evidence from the music to support their claims about the composer's intent and the work's impact.
- Students will articulate and justify their choices of music, explaining how the selected works can serve as models for their own compositions, focusing on elements such as structure, instrumentation, and emotional impact.

- Students will articulate and justify their interpretive choices, providing specific examples of how their understanding of musical elements and context influences their performance decisions
- Students will articulate the mood and imagery evoked by selected works, demonstrating an understanding of how musical elements contribute to expressive intent
- Students will articulate their analysis and its implications for rehearsal and performance, providing specific examples of how understanding these elements can enhance musical expression and technical execution
- Students will articulate their evaluations in written or oral formats, providing evidence from the music and performances to support their assessments and insights.
- Students will be able to analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
- Students will be able to analyze how the elements of music (including form) and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance
- Students will be able to apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify their choices as models for composition.
- Students will be able to assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.
- Students will be able to describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
- Students will be able to develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent
- Students will be able to develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.
- Students will be able to evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures.
- Students will be able to explain how compositions are appropriate for a variety of audiences and contexts, and how this understanding will shape their future compositions.
- Students will be able to identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms
- Students will be able to research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions
- Students will be able to share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent
- Students will be able to use established criteria and feedback to identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.
- Students will compare and contrast different performances of the same piece, discussing how various interpretive choices affect the technical and expressive delivery of the music.
- Students will conduct research on established criteria for assessing musical works, focusing on both technical and expressive elements
- Students will consider the historical and cultural context of the works to enrich their interpretations and connect them to the creator's intent.

- Students will create drafts of music that illustrate the development of musical ideas over time.
- Students will demonstrate the ability to revise and enhance their drafts based on assessment outcomes, leading to a polished final version
- Students will develop criteria for evaluating and selecting music based on how well it expresses specific themes, visuals, or narratives.
- Students will discuss the role of cultural and social factors in shaping audience expectations and responses to music.
- Students will establish criteria for evaluating performances based on compositional techniques, such as melody, harmony, rhythm, and texture.
- Students will evaluate their work and the work of peers, providing constructive feedback on the progression of musical ideas
- Students will examine the style and genre of the music, considering how historical and cultural contexts shape the interpretation and relevance of the piece.
- Students will explain how they employed specific musical elements and compositional techniques to achieve their expressive goals, facilitating a deeper understanding of the creative process
- Students will explore expressive aspects of music, such as dynamics, articulation, phrasing, and timbre, and evaluate how these elements enhance the emotional impact of a piece.
- Students will explore how elements of music (such as style, genre, instrumentation, and lyrical content) are tailored to engage specific audiences.
- Students will explore how the style of the music is conveyed through interpretive choices in performance, including dynamics, articulation, and phrasing.
- Students will explore the connections between music and other forms of expression (e.g., visual art, literature) to enhance their understanding of thematic representation
- Students will explore the elements of music (such as melody, harmony, rhythm, dynamics, and form) in selected works to inform their interpretive choices
- Students will explore the formal design of each composition, discussing how it reflects the composer's intent and influences the listener's experience.
- Students will explore the historical and cultural context of selected works, discussing how these factors influence their interpretation and performance
- Students will identify and articulate their own criteria for evaluating their music drafts
- Students will identify and describe technical aspects of music, including rhythm, harmony, melody, and texture, and assess how these elements contribute to the overall effectiveness of a performance.
- Students will identify and describe the key elements of music (melody, harmony, rhythm, dynamics, and form) present in selected works
- Students will identify and describe the use of musical elements (melody, harmony, rhythm, dynamics) in complex musical forms.
- Students will investigate the compositional techniques employed by the composer and how these choices enhance the expression of themes or emotions within the work.
- Students will investigate the historical and cultural context of the works and how these factors influence the interpretation and presentation in performance.
- Students will notate a piece of music, demonstrating their understanding of musical elements such as rhythm, melody, harmony, and dynamics
- Students will perform their compositions, either solo or in groups, showcasing their expressive intent through interpretation and technique
- Students will reflect on how their understanding of audience and context can influence their own compositional choices in future works, considering how to effectively communicate ideas and emotions.
- Students will research various musical genres and styles to identify works that resonate with their

personal experiences and interests.

- Students will select specific sections or movements that resonate with their personal interests or experiences, justifying their choices
- Students will utilize technology to present their music, exploring tools for recording, editing, and sharing their work
- Students will work on their personal improvement as all-around musicians and instrumentalists

## Essential Skills

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- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Audition preparation for regional ensembles and/or college auditions
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Critique offered sensitively to other students in the class based on the concept of constructive criticism whereby both the judge and the judged will be uplifted as students helping each other to improve
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Regular practice of their primary instruments using various method and techniques books appropriate to each student's instrument and ability
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Regular sight singing of short simple musical examples using diatonic skips and scale-wise motion with solfege syllables for use of improving pitch recognition and intonation of the student's voice and instrument's pitch
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Regularly taking melodic dictation on staff paper of short musical phrases in easy keys to develop aural acuity in identifying what pitches and rhythms they hear.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose The creation of music spontaneously on various instruments with and without other student input. This music could exist solely as an impromptu experience in improvisation or as the basis for a more formalized composition (written or not).
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose the regular listening experience where students will listen to a large number of different music examples of varying styles, moods, historical musical periods, instrumentation. The student will then make a journal entry of each experience first describing it objectively in as much detail as possible and then making critical commentary on items such as its performance level, recording, quality, compositional techniques, and personal taste statements.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Work on cooperative musical ventures with other students to include duets, chamber music, and larger ensembles with and without a conductor.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose or compose Work on individual solos meant to appropriately challenge the student

## Standards

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MU.9-12.1.3D.12adv.Cr1a

Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.

MU.9-12.1.3C.12adv.Cr1a	Compose and improvise musical ideas for a variety of purposes and contexts.
MU.9-12.1.3B.12adv.Cr1a	Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
MU.9-12.1.3C.12adv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
MU.9-12.1.3D.12adv.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies.
MU.9-12.1.3B.12adv.Cr2a	Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.
MU.9-12.1.3B.12adv.Cr2b	Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
MU.9-12.1.3D.12adv.Cr3a	Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
MU.9-12.1.3E.12adv.Cr3a	Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.
MU.9-12.1.3E.12adv.Cr3b	Share a portfolio of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.
MU.9-12.1.3D.12adv.Cr3b	Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
MU.9-12.1.3C.12adv.Cr3b	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
MU.9-12.1.3B.12adv.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.
MU.9-12.1.3D.12adv.Pr4a	Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3D.12adv.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3D.12adv.Pr4c	Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3C.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.
MU.9-12.1.3B.12adv.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent.
MU.9-12.1.3D.12adv.Pr5a	Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies

to address performance challenges and refine the performances.

MU.9-12.1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
MU.9-12.1.3B.12adv.Pr5a	Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.
MU.9-12.1.3B.12adv.Pr5b	Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style and historical/cultural context of the works.
MU.9-12.1.3B.12adv.Pr5c	Identify, compare and implement strategies for improving the technical and expressive aspects of multiple contrasting works.
MU.9-12.1.3D.12adv.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
MU.9-12.1.3C.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.
MU.9-12.1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
MU.9-12.1.3B.12adv.Pr6a	Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
MU.9-12.1.3D.12adv.Re7a	Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.
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.9-12.1.3D.12adv.Re7b	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of 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.9-12.1.3B.12adv.Re7a	Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
MU.9-12.1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
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.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.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.Cn11a	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.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **Instructional Tasks/Activities**

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- Activity 1
- Activity 10
- Activity 2
- Activity 3
- Activity 4
- Activity 5
- Activity 6
- Activity 7
- Activity 8
- Activity 9

## **Assessment Procedure**

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- classwork/homework
- discussions
- participation in performance
- peer observation
- Teacher observation
- tests/quizzes

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline



- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Resources**

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- College audition requirements
- Etudes
- Google Classroom
- handouts
- instruments
- Music Theory texts
- MusicFirst
- Noteflight
- screen recordings
- The internet
- Tonesavvy
- virtual instruments
- whiteboard