

2025 Unit 9: Personal Musicianship, Performance Preparation, and Collaborative Growth

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Personal Musicianship, Performance Preparation, and Collaborative Growth

This unit supports students and artists in developing as well-rounded musicians, whether instrumentalists or vocalists. Emphasizing preparation for regional ensembles, competitions, and college auditions, students will engage in regular, individualized practice routines and build skills through melodic dictation and spontaneous music creation. Constructive peer critique is fostered to encourage mutual growth. Collaborative experiences include duets, chamber groups, and larger ensembles, while individual solos challenge skill development. Students will also cultivate critical listening skills through diverse musical examples and reflective journaling. Weekly in-class performances reinforce proper technique and performance etiquette, integrating personal improvement with ensemble and solo artistry.

Learning Objectives

- Students and artists will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose cooperative musical ventures including duets, chamber ensembles, and larger instrumental or choral groups, with or without a conductor.
- Students and artists will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose individual solos selected to appropriately challenge their skill level.
- Students and artists will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose regular practice routines on their primary instrument or voice, using method and technique books tailored to their individual abilities.
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- Students and artists will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose respectful, constructive critique and feedback that uplifts both the giver and receiver, fostering mutual growth and improvement.
- Students and artists will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose spontaneous music creation—both instrumental and vocal—with or without collaboration, whether as improvisation or as the foundation for formal compositions.
- Students and artists will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose spontaneous music creation—instrumental and vocal—with or without collaboration, whether as improvisation or as the foundation for formal compositions.
- Students and artists will regularly listen to diverse music examples across styles, moods, historical periods, and instrumentation, then create detailed journal entries describing each experience objectively and offering critical commentary on performance, recording quality, compositional techniques, and personal reflections.

- Students and artists will work on their personal improvement and development as well-rounded musicians, whether instrumentalists or vocalists.
- Students will correctly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose skills and repertoire in preparation for regional ensembles, competitions, and college auditions.
- Students will participate in weekly in-class performances to demonstrate proper performance etiquette and technique.
- Students will regularly demonstrate, perform, identify, discuss, analyze, compare, draw, recognize, spell, transcribe, transpose, and compose melodic dictations of short musical phrases in easy keys on staff paper to develop aural acuity in pitch and rhythm recognition.

Essential Skills

- Analyze and discuss repertoire to understand stylistic and technical requirements for auditions and competitions.
- Apply music theory knowledge to performance and composition tasks.
- Balance individual practice with ensemble responsibilities effectively.
- Collaborate effectively in duets, chamber groups, choirs, or larger ensembles with or without a conductor.
- Compose original musical ideas derived from improvisation or formal composition techniques.
- Critically listen to diverse musical recordings and live performances, identifying style, mood, and compositional techniques.
- Demonstrate proper performance etiquette and stage presence in weekly in-class performances.
- Demonstrate vocal or instrumental technique improvements through targeted practice.
- Develop consistent, individualized practice routines using method and technique books tailored to skill level.
- Develop self-assessment skills through reflective journaling and performance reviews.
- Foster a positive, growth-oriented mindset towards continual musical development.
- Improvise melodically and rhythmically, independently and collaboratively, demonstrating creativity and responsiveness.
- Integrate rhythmic accuracy and expressive phrasing in both solo and ensemble contexts.
- Manage performance anxiety and build confidence through regular performance opportunities.
- Perform assigned repertoire with technical accuracy and expressive musicality.
- Provide constructive, respectful peer feedback that encourages growth and positive communication.
- Receive and apply peer and instructor feedback to improve performance and musicianship.
- Recognize and articulate the qualities of high-level performance and recording production.
- Select and prepare solo repertoire that appropriately challenges technical and expressive abilities.
- Sight-read music accurately to support ensemble participation and rehearsal efficiency.
- Transcribe and notate melodic dictations accurately to improve aural skills in pitch and rhythm recognition.
- Transpose melodies and exercises accurately to enhance flexibility and understanding of musical keys.
- Understand and apply stylistic conventions appropriate to diverse musical genres.
- Use technology tools, such as recording devices and notation software, to support practice and

composition.

- Write detailed, objective journal entries reflecting on listening experiences and personal musical growth.

Standards

MU.9-12.1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
MU.K-12.1.3D.12int.Cr1a	Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.
MU.K-12.1.3C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3D.12int.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of melodies over specified chord progressions or AB /ABA forms as well as two-to-three-chord accompaniments for given melodies.
MU.K-12.1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.9-12.1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.
MU.9-12.1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
MU.K-12.1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
MU.K-12.1.3D.12int.Cr3a	Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies.
MU.9-12.1.3B.12acc.Cr3a	Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
MU.K-12.1.3D.12int.Cr3b	Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
MU.K-12.1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.9-12.1.3B.12acc.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
MU.K-12.1.3D.12int.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context.
MU.K-12.1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
MU.K-12.1.3D.12int.Pr4b	Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire

	pieces and chordal accompaniments selected for performance, including some based on reading standard notation.
MU.K-12.1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3D.12int.Pr4c	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments.
MU.9-12.1.3B.12acc.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creator's intent.
MU.K-12.1.3D.12int.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.9-12.1.3B.12acc.Pr5b	Using established criteria and feedback, identify the ways in which performances convey the formal design, style and historical/cultural context of the works.
MU.9-12.1.3B.12acc.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of varied works.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3D.12int.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.9-12.1.3B.12acc.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
MU.K-12.1.3D.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
MU.K-12.1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
MU.K-12.1.3D.12int.Re7b	Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.
MU.K-12.1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU.9-12.1.3B.12acc.Re7a	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
MU.K-12.1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).

MU.K-12.1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
MU.K-12.1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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.K-12.1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.9-12.1.3B.12acc.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Instructional Tasks/Activities

Individual Practice Planning: Guide students in creating personalized practice schedules using method books suited to their level.

Repertoire Analysis Discussions: Analyze selected pieces focusing on technical challenges, style, and expressive elements.

Melodic Dictation Exercises: Listen to and transcribe short phrases to develop pitch and rhythm recognition.

Improvisation Workshops: Facilitate guided improvisation sessions solo and in small groups.

Composition Projects: Have students compose short pieces inspired by their improvisations or assigned styles.

Ensemble Rehearsals: Conduct regular group rehearsals focusing on blend, balance, and communication with or without a conductor.

Peer Critique Circles: Organize structured peer feedback sessions emphasizing respectful, constructive communication.

Solo Performance Practice: Schedule weekly in-class solo performances to build confidence and technique.

Listening Journals: Assign diverse listening tasks with reflective writing on musical elements and personal response.

Sight-Reading Sessions: Practice sight-reading progressively challenging music to improve fluency and accuracy.

Performance Etiquette Role-Play: Simulate concert scenarios to teach appropriate behavior and stage presence.

Technology Integration: Use recording devices for students to self-assess and share performances.

Transposition Drills: Practice transposing melodies and exercises to different keys.

Rhythm and Pitch Games: Incorporate interactive games to reinforce rhythmic accuracy and pitch recognition.

Goal-Setting Workshops: Guide students in setting short- and long-term musical goals with progress tracking.

- Composition Projects

- Ensemble Rehearsals
- Goal-Setting Workshops
- Improvisation Workshops
- Individual Practice Planning
- Listening Journals
- Melodic Dictation Exercises
- Peer Critique Circles
- Performance Etiquette Role-Play
- Repertoire Analysis Discussions
- Rhythm and Pitch Games
- Sight-Reading Sessions
- Solo Performance Practice
- Technology Integration
- Transposition Drills

Assessment Procedure

- Classroom Total Participation Technique
- classwork/homework
- discussions
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Listening Journal Review
- Melodic Dictation Test
- Other named in lesson
- participation in performance
- Peer Feedback Assessment
- peer observation
- Peer Review
- Performance
- Problem Correction
- Project
- Rubric
- Solo Performance Evaluation
- Teacher Collected Data
- Teacher observation
- tests/quizzes
- Worksheet

Recommended Technology Activities

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

Accommodations & Modifications & Differentiation

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

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

Instruction/Materials

- 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

- 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

- Etudes
- Tonesavvy
- College audition requirements
- Google Classroom
- handouts
- instruments
- Music Theory texts
- MusicFirst
- Noteflight
- screen recordings
- SoundTrap

- The internet
- virtual instruments
- whiteboard