

Unit 9 - Music Appreciation/Individual Vocal Instruction

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **Approximately 35 weeks (ongoing throughout the year)**
Status: **Published**

State Mandated Topics Addressed in this Unit

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

Music Appreciation/Individual Vocal Instruction

Main Topic – Reinforcement of Music Appreciation/Individual Vocal Instruction
Estimated Time: Approximately 35 weeks (ongoing throughout the year)

Learning Objectives

Artists will work on their personal improvement and development as well-rounded Vocal Artists.

- Audition preparation for regional ensembles, competitions, and college auditions.
- Critique/Feedback offered respectfully to other Artists in the class based on the concept of constructive feedback whereby both the listener and the performer will be uplifted as Artists help each other to improve.
- 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 Artist's voice and instrument's pitch.
- Regular Vocal practice using various method and technique books appropriate to each Artist's voice and ability.
- 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.
- The creation of vocal music spontaneously with and without other Artists input. This music could exist solely as an impromptu experience in improvisation or as the basis for a more formalized composition (written or not).
- The regular listening experience where Artists will listen to a large number of different music examples of varying styles, moods, historical musical periods, instrumentation. The Artist 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.
- Weekly studio class for performance readiness.

- Work on cooperative musical ventures with other Artists to include duets, chamber choir music, and larger choral ensembles with and without a conductor.
- Work on individual solos meant to appropriately challenge the Artist.

Standards

| | |
|-------------------------|--|
| 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.9-12.1.3B.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.Cr1a | Compose and improvise musical ideas 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.9-12.1.3C.12adv.Cr2a | Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. |
| MU.9-12.1.3B.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.9-12.1.3C.12adv.Cr3a | Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. |
| 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.9-12.1.3E.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.9-12.1.3B.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.9-12.1.3C.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. |
| 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.9-12.1.3C.12adv.Pr4b | Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. |
| 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.9-12.1.3D.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.9-12.1.3B.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.9-12.1.3C.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.9-12.1.3C.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.9-12.1.3C.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.9-12.1.3E.12adv.Re7b | Justify (by using examples) how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music. |
| 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.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |

Instructional Tasks/Activities

- Analyze
- Compare
- Compose
- Demonstrate
- Discuss
- Draw
- Identify
- Perform
- Recognize
- Spell
- Transcribe
- Transpose

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- Classwork/homework
- DBQ
- Discussions
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Participation in performance
- Peer observation

- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes/tests
- Rubric
- Teacher Collected Data
- Teacher observation
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- 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.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the

collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

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

- Music Theory texts
- Google Classroom
- Handouts
- MusicFirst
- Screen recordings
- The internet
- Tonesavvy
- Whiteboard