# Sept. Music Grade 7 Unit 1: Musicals, Opera and Plays

Content Area: **Music**
Course(s):
Time Period: **September**
Length: **4-5 Weeks**
Status: **Published**

## Unit Overview

Creating ★ Connecting ★ Performing ★ Responding

Students wil learn about the history and evlolution of musicals opera and plays.

## Enduring Understandings

Music plays an important part in the world of entertainment.

## Essential Questions

What are musicals, operas and plays and what role does music play in them?

## Instructional Strategies & Learning Activities

| Objectives | Suggested Activities | Evaluations | Re |
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| Students will learn about the similarities and differences between the four different types of musicals, operas and plays | Compare and contrast the musical comedy, musical play, operetta and opera | Teacher observation | *Amer* |
| | | Performance assessment | Vario Amer |
| Students will understand the roles of those involved in musicals | Site examples of musicals and categorize them into the above categories | Oral/Aural assessment | |
| | | | **The Ope** |
| Study several composers and | Read about and listen to examples | Written test | |

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| lyricists in this genre | of each of the above<br><br>Understand the terms “director”, “conductor”, “choreographer”, “composer”, “libretto” and “lyricist”<br><br>Focus on Andrew Lloyd Webber & Tim Rice musicals such as<br><br>*Phantom of the Opera*<br><br>*Jesus Christ Superstar*<br><br>Rodgers and Hammerstein musicals<br><br>*The Sound of Music*<br><br>*Oklahoma* | Self evaluation<br><br>Peer evaluation | Selec<br>music<br><br>**Wicl**<br><br>*Rent*<br><br>*Miss* |

## Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about different career paths offered through music.

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| 9.2.8.CAP | Career Awareness and Planning |
| 9.4.8.CI | Creativity and Innovation |
| | An individual’s strengths, lifestyle goals, choices, and interests affect employment and income. |
| 9.2.8.CAP.1 | Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. |
| 9.2.8.CAP.2 | Develop a plan that includes information about career areas of interest. |
| 9.2.8.CAP.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| 9.4.8.CI.4 | Explore the role of creativity and innovation in career pathways and industries. |
| 9.2.8.CAP.4 | Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. |
| 9.4.8.CT | Critical Thinking and Problem-solving |

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| 9.2.8.CAP.5 | Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. |
| | Multiple solutions often exist to solve a problem. |
| | An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. |
| 9.4.8.CT.3 | Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. |
| 9.4.8.GCA | Global and Cultural Awareness |
| | Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. |
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |

## Technology and Design Integration

The students will use Kahoot to test review

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| | Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem. |
| 8.1.8.CS.4 | Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. |

## Interdisciplinary Connections

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Students will be offered support and challenges as determined by teacher evaluation.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
**Modifications and Accommodations used in this unit:**

IEP's and 504 plans will be utilized.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
**Schoolwide Benchmark assessments:**
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
**Additional Benchmarks used in this unit:**

Teacher made pre and post assessments for growth

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape

learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Teacher observation

Performance assessment

Oral/Aural assessment

Written test

Self evaluation

Peer evaluation

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Teacher observation

Performance assessment

Oral/Aural assessment

Written test

Self evaluation

Peer evaluation

## Instructional Materials

*American musicals*

Various in depth study of libretto and musical selections the following musicals & their connections to operas & novels:

The Phantom of the Opera

*Rent*

*Miss Saigon*

*Hamilton*

*The Sound of Music*

*Cats*

## Standards

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| 1.3A.8.Pr4a | Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices. |
| 1.3A.8.Re7a | Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose. |
| 1.3A.8.Re7c | Identify and compare the context of programs of music from a variety of genres, cultures and historical periods. |
| 1.3A.8.Cn10a | Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. |
| 1.3A.8.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| 1.3A.8.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |