

11 Compositional Understanding

Content Area: **Music**
Course(s):
Time Period: **Full Year**
Length: **On-Going**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- Like literature, it is important to understand a composer's intentions when playing a given composer's music. Understanding the composer's set and setting is crucial to understanding the music.

CONTENT AREA STANDARDS

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| VPA.1.1.12.B.1 | Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. |
| VPA.1.1.12.B.2 | Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. |
| VPA.1.1.12.B.CS2 | Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. |
| VPA.1.3.12.B.2 | Analyze how the elements of music are manipulated in original or prepared musical scores. |
| VPA.1.3.12.B.CS2 | The ability to read and interpret music impacts musical fluency. |
| VPA.1.3.12.B.CS3 | Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. |
| VPA.1.4.12.B.2 | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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| LA.RST.9-10.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |

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| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.8.1.12.D.5 | Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Composers use a variety of compositional methods in creating music.
- Composers generate their material through the process of thematic development, and that most material in a given work is generated from a smaller theme and variations on that theme.

Procedural Knowledge

Students will be able to:

- Identify form in music and understand the form's role in how a piece of music unfolds.

EVIDENCE OF LEARNING

Alternate Assessments

- Individual Performances
- Group Performances
- Teacher/Student Conferences

Formative Assessments

- Performance Assessment

Summative Assessments

- Performance Assessments
- Discussion and Analysis
- Verbal Evaluation
- Written Critiques
- Performance Critiques

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Program Notes
- Composer Biography
- Selected Repertoire

INTERDISCIPLINARY CONNECTIONS

Career Readiness

Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. Work productively in teams while using cultural global competence.

Technology/Multimedia

Educational tech applications

Sciences and Health

Experimentations

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.