

Unit 2: Composers and Composition

General Music

18 Class Meetings

Revised May 2023

Essential Questions

- How do individuals choose what music to experience?
- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understandings with Unit Goals

EU 1: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

EU 2: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

EU 3: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Standards

Common Core State Standards:

MU:Re7.1.6.a - Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

MU:Re7.2.6.a - Describe how the elements of music and expressive qualities relate to the structure of the pieces.

MU:Re7.2.6.b - Identify the context of music from a variety of genres, cultures, and historical periods.

MU:Re8.1.6.a - Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

MU:Cr3.1.6.a - Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

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MU:Cr2.1.6.a - Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Cr2.1.6.b - Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

MU:Cr1.1.6.a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

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1. Music history and classical composers

- Describe the journey of music throughout history and its impact on culture.
- Analyze the works and musical styles of great composers.

2. Cultural and Societal Context of Music

- Respond to music throughout history.
- Analyze the impact of music on culture.
- Create a basic multimedia presentation.

Interdisciplinary Connection:

- Social Studies (History)
- ELA (writing)

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Interpret the music of Gilbert and Sullivan.
- Compare and contrast Tchaikovsky's *Flight of the Bumblebee* with Jack Finney's *Bumble Boogie*.
- Analyze classical and popular music using dynamic and tempo terminology.
- Describe Vivaldi's *Four Seasons* using appropriate terminology.
- Select and compose background music for written stories.
- Respond to Tchaikovsky's *The Nutcracker* using personal expression and musical terminology.
- Name and describe the eras of musical history and composition.
- Recognize tone poems and identify instruments in Prokofiev's *Peter and the Wolf*.
- Understand musical "road signs" in written notation and follow along in the song *Angels We Have Heard on High*.
- Compose unique melodic, rhythmic, and harmonic ideas based on Edvard Grieg's *In the Hall of the Mountain King*.
- Write and compose music to own melodramas and/or tone poems.
- Read and perform Beethoven's *Ode to Joy* on Boomwhackers.
- Reflect on the life of a composer in the classical era as it relates to Mozart's career.
- Describe ragtime and its impact on American classical music.
- Recognize George Gershwin's influence on American classical music in relation to his work *Rhapsody in Blue*.

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- Describe the influence Clara Schumann had on contemporary male composers and the roadblocks she faced as a female composer.

Instructional Strategies/Differentiated Instruction

- Video lecture with notes
- Independent problem-solving
- Peer review
- Online blogging
- Student performance
- Written/ verbal Feedback
- Conferencing
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework

EL Strategies

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping

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Assessments

FORMATIVE ASSESSMENTS:

- Whiteboards
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Homework

SUMMATIVE ASSESSMENTS:

- Unit Test (EU 2, 3)
- Composer projects (EU 1)

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Unit Task

Unit Task Name: Composer Projects

Description: Students will research and present biographical and musical information on a composer of their choosing in a Google Slides presentation. They will analyze their chosen composer's music using skills they learned during this unit. Students will select works from their composer and discuss their impact on music history and how they reflect the stylistic choices of the composer.

Evaluations: Summative Assessment and Accountable Talk Rubric in 2022-2023 school year

Unit Resources

- Worksheets
- Laptops
- Supplemental video clips (YouTube)
- Google Chrome *Songmaker*
- Boomwhackers