

Elementary Ensembles: Responding and Connecting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply appropriate musical criteria in order to analyze musical performances. - Students will demonstrate the ability to apply historical, personal, and cultural contexts in order to connect and relate to musical repertoire. <u>Content Standards:</u> National Core Arts Standards - Music: Traditional and Emerging Ensembles - Anchor Standard 7: Perceive and analyze artistic work. - Anchor Standard 8: Interpret intent and meaning in artistic work. - Anchor Standard 9: Apply criteria to evaluate artistic work. - Anchor standard 10: Synthesize and relate knowledge and personal experiences to make art. - Anchor standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Transfer	
	<i>Students will be able to independently use their learning to connect music to their own lives.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - musicians response and perception to musical works is influenced by their interests, experiences, understandings, and purposes. - through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria - musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTIONS - Is there good and bad music? - How does music elicit emotion?
	Acquisition	
	<i>Students will know...</i> - that the knowledge of musical language and the technical application of learned skills will lead to the successful interpretation of varied repertoire. - that music expresses human experiences and values. - that music expands understanding of the world, its people, and one's self. - that history and culture influence music - that all music has value, even if it differs from an	<i>Students will be skilled at...</i> - identifying reasons for performing music based on characteristics found in music and connection to purpose or context. - Identifying how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. - identifying interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

	individual's musical preferences. that each music performance is unique. <u>vocabulary:</u> All terms listed under "Creating" and "Performing". Additional terms: analyze, expression, refine, evaluate	- identifying the effect of experience, reaction to, and context on the evaluation of music. - demonstrating how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. - demonstrating a connection between music and the other arts, other disciplines, varied contexts and daily life.
Content Area Literacy Standards		21st Century Skills
NOT APPLICABLE		<i>Make Judgments and Decisions</i> <i>Solve problems</i> <i>Be self directed learners</i> <i>Create media products</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	