

Elementary Ensembles: Performing

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze musical notation in order to develop musical literacy. - Students will demonstrate the ability to refine musical concepts in order to convey meaning when performing a varied repertoire. <u>Content Standards:</u> National Core Arts Standards - Music: Traditional and Emerging Ensembles - Anchor Standard 4: Select, analyze and interpret artistic work for presentation. - Anchor Standard 5: Develop and refine artistic techniques and work for presentation. - Anchor Standard 6: Convey meaning through the presentation of artistic work.	<i>Transfer</i>	
	Students will be able to independently use their learning to share their musical experiences with others.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - performers make interpretive decisions based on their understanding of context and expressive intent. - to express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. - musicians judge performance based on criteria that vary according to musical maturity, knowledge and experience.	ESSENTIAL QUESTIONS - How do individuals choose music to experience? - When is creative work ready to share?
	<i>Acquisition</i>	
	Students will know... - that the development of sound practice routines has a direct impact on performance. - that the main idea of most musical compositions is expressed through the melody. - that layering two or more simultaneous sounds creates harmony. - that there is appropriate performance etiquette. - that there is a difference between individual and group performance. <u>vocabulary:</u> All terms listed under "Creating". Additional terms: Audience, stage, concert etiquette,	Students will be skilled at... - studying varied repertoire based on interest, music reading skills (where appropriate), an understanding of the structure of music, context and the technical skills of the individual or ensemble. - demonstrating, using music reading skills where appropriate, how knowledge of structure in musical works inform prepared performances. - identifying expressive qualities in a varied repertoire of music that can be demonstrated through prepared performances. - using self-reflection and peer feedback to refine individual and ensemble performances of a varied

	performance, balance, preparation <u>Strings</u> - rest position, playing position	repertoire of music. ● demonstrating attention to technical accuracy and expressive qualities in a varied repertoire of prepared music. ● demonstrating an awareness of the context of the music through prepared repertoire.
Content Area Literacy Standards		21st Century Skills
● NOT APPLICABLE		● <i>Adapt to change</i> ● <i>Be flexible</i> ● <i>Collaborate with others</i> ● <i>Implement innovations</i> ● <i>Manage goals and time</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	