

General Music Grade 5: 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 - Anchor Standard 4. Analyze, interpret, and select artistic work for presentation. - Anchor Standard 5. Develop and refine artistic work for presentation. - Anchor Standard 6. Convey meaning through the presentation of artistic work.	Transfer	
	Students will be able to independently use their learning to share their musical experiences with others.	
	Meaning	
	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 Why is music such an integral part of the human experience?
	Acquisition	
	Students will know... - that it is important to listen to those around them while performing. - that adding instrumental parts to a song will add complexity to music. - that music can be sung with or without accompaniment: with harmony, from memory, and with expressive and technical accuracy. - that dynamic and tempo markings play an important part in performing music. - that proper singing posture is needed to perform correctly. - the importance of warming-up their voices before singing. - that expressive qualities in music are imperative to performing correctly.	Students will be skilled at... - demonstrating and explaining how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill. - demonstrating understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. - when analyzing selected music, reading and performing using standard notation. - explaining how context (such as social, cultural, and historical) informs performances.

	<u>vocabulary</u>: instrumental, percussion, dynamics, tempo, posture, expression, harmony, accompaniment	• demonstrating and explaining how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). • applying teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. • rehearsing to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. • performing music, alone or with others, with expression, technical accuracy, and appropriate interpretation. • demonstrating performance decorum and audience etiquette appropriate for the context, venue, genre, and style. • singing with or without accompaniment: with harmony, from memory, with expressive and technical accuracy.
Content Area Literacy Standards		21st Century Skills
• NOT APPLICABLE		• <i>solve problems</i> • <i>interact effectively with others</i> • <i>make judgments and decisions</i> • <i>think creatively</i> • <i>adapt to change</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	