

7th Grade 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. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <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 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 Can we be sure that a musical work is presented as the artist intended?
	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 some value, even if it differs	<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 understanding context and the way the musical elements are manipulated inspires 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.

	from an individual's musical preferences. • that each music performance is unique. • that music is embedded in the larger culture of their community and the world at large. • that personal experience, skill development, and maturity informs musical connection. • that all music will engender some type of emotional response based on personal experience. <u>vocabulary:</u> review of elements of music, review of ensemble-specific musical vocabulary, active listening, musical genres, musical context, musical style, musical expression, historical context	• 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
RH.6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.6-8.4 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 6-8 texts and topics. WHST.6-8.1 Write arguments focused on discipline-specific content. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.		• <i>Works independently and collaboratively</i> • <i>Be active and engaged learners</i> • <i>Make judgments and decisions</i> • <i>Reason effectively</i> • <i>Assess and evaluate information</i> • <i>Solve problems.</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	