

7th Grade General Music: 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 - 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 to and perception of 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 How does understanding the structure and context of music inform a response?
	Acquisition	
	<i>Students will know...</i> - that an essential aspect of performing is using established criteria to analyze and interpret performance. - that aspects of music remain consistent across different cultures. - that different cultures use many aspects of music and performance to express meaning and convey emotion. - that music is a universal way in which people express themselves and communicate.	<i>Students will be skilled at...</i> - listening to contrasting music and comparing their connections to specific interests or experiences. - classifying and explaining how the elements of music and expressive qualities relate to the structure of contrasting pieces. - identifying and comparing the context of music from a variety of genres, cultures, and historical periods. - describing a personal interpretation of contrasting works and explaining how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures,

	<u><i>vocabulary:</i></u> review of elements of music, musical culture, musical context, musical history, musical style	and historical periods, conveys expressive intent. ● selecting from teacher-provided criteria to evaluate musical works or performances. ● 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.
<i>Content Area Literacy Standards</i>		<i>21st Century Skills</i>
● 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.		● works independently and collaboratively ● be active and engaged learners ● make judgments and decisions ● reason effectively ● assess and evaluate information ● solve problems

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	