

8th Grade Ensembles: Creating

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to conceive, organize, and develop original musical material in order to convey complete musical concepts. - 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 1 - Generate and Conceptualize artistic ideas and work - Anchor Standard 2 - Organize and develop artistic ideas and work - Anchor Standard 3 - Refine and complete artistic work	Transfer	
	Students will be able to independently use their learning to express ideas and emotions through music.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - the creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. - musicians' creative choices are influenced by their expertise, context, and expressive intent. - musicians' presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTIONS Does being creative mean the same thing to everyone?
	Acquisition	
	Students will know... - the basic rhythmic and melodic patterns appropriate for level of study. - that music is derived from scale patterns, melodic motives, and harmonic progressions. - that a broad knowledge of music theory is essential to musicianship. - that independent preparation of repertoire enhances rehearsal process. - that collaboration is essential for a creative rehearsal process. - that performers' presentation of musical works is the culmination of a process of creation, collaboration, and communication. - that constant attention to the refinement of intonation is essential to musical development. - that balance and blend help convey musical	Students will be skilled at... - performing and recreating melodic and rhythmic passages studied in rehearsal. - analyzing melodic and rhythmic passages reflective of content studied in rehearsal. - playing and/or singing repertoire using standard notation and audio and/or video recording. - analyzing and refining repertoire based on knowledge, skill and teacher-provided criteria. - sharing melodic and rhythmic ideas or motives - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal. - interpreting time and key signatures.

	meaning. • that composers create and refine musical ideas that meet appropriate criteria. • that skill development enhances the performer's ability to express meaning. <u>vocabulary:</u> review of the elements of music, balance, blend, timbre, color, intonation, ensemble-specific musical vocabulary	
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	