

7th Grade General Music: 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 - 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	<i>Transfer</i>	
	Students will be able to independently use their learning to express ideas and emotions through music.	
	<i>Meaning</i>	
	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 How do musicians generate creative ideas?
	<i>Acquisition</i>	
	Students will know... - that standard notation and rhythmic solfege can be used to generate simple rhythmic compositions. - that rhythms can be generated using a variety of musical media. - that quality craftsmanship displays a firm foundation in the elements of music. - that the understanding of rhythmic analysis is essential for original creation. <u>vocabulary:</u> review of the elements of music, standard notation, rhythmic solfege, djembe, conga, shekere, agogo	Students will be skilled at... - generating rhythmic phrases over accompaniments within AB, ABA forms that conveys expressive intent. - selecting, organizing, developing, and documenting personal rhythmic ideas for arrangements and compositions within AB, ABA forms that demonstrate unity and variety, and convey expressive intent. - using standard notation and/or audio/video recording to document personal, simple rhythmic phrases. - describing the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers). - presenting the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to convey expressive intent.

<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	