

7th Grade General Music: Performing

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- Students will demonstrate the ability to apply appropriate musical criteria in order to analyze musical performances.
- Students will demonstrate the ability to refine musical concepts in order to convey meaning when performing a varied 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.

Content Standards:

National Core Arts Standards – Music

- Anchor Standard 4: Select, analyze and interpret artistic work for presentation.
- Anchor Standard 5: Develop and refine artistic techniques and 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

- How do musicians improve the quality of their performance?

Acquisition

Students will know...

- that size and instrumentation of an ensemble determines individual performance expectations.
- that simple rhythmic sequences can be used to enhance understanding of more complex musical concepts.
- that a work's context and structure will modify how it is performed.
- that listening while performing is important for blend and balance.
- that the composer's intent provides a framework for individual interpretation.
- that individual and ensemble review of

Students will be skilled at...

- applying teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explaining why each was chosen and, after discussion, identifying expressive qualities, technical challenges, and reasons for choices.
- explaining and demonstrating the structure of contrasting pieces of music selected for performance and how elements of music are used.
- analyzing, reading and identifying by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- identifying how cultural and historical context inform performances and result in different music

	performances provides for personal and ensemble growth. • that technical accuracy and appropriate interpretation will allow them to perform expressively. <u>vocabulary:</u> etiquette, posture, blend, balance, ensemble, tone, pitch	interpretations. • performing contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. • identifying and applying collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform. • performing the music with technical accuracy and stylistic expression to convey the creator’s intent. • demonstrating performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
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.		• 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	