

6th Grade Ensembles: Performing

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze musical notation in order to develop musical literacy. - 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. <u>Content Standards:</u> National Core Arts Standards - Music: Traditional and Emerging Ensembles - 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.	<i>Transfer</i>	
	Students will be able to independently use their learning to share their musical experiences with others.	
	<i>Meaning</i>	
	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 performances based on criteria that vary according to musical maturity, knowledge and experience.	ESSENTIAL QUESTIONS How do performers select repertoire?
	<i>Acquisition</i>	
	Students will know... - the basic expressive musical terminology. - that fluency with music reading is essential to the performance process. - that thoughtful repetition and practice allows for the motor skill development needed for musical performance. - that skill development facilitates the synthesis of the complementary elements essential to musical performance.	Students will be skilled at... - studying varied repertoire based on interest, music reading skills (where appropriate), an understanding of the structure of music, context and the technical skills of the individual or ensemble. - demonstrating, using music reading skills where appropriate, how knowledge of structure in musical works inform prepared performances. - identifying expressive qualities in a varied repertoire of music that can be demonstrated

	• that successful performance of varied repertoire requires informed stylistic choices. • that self and peer assessment and reflection aid and enhance the rehearsal and performance processes. <u>vocabulary:</u> elements of music, ensemble-specific musical vocabulary, dynamics, articulations, expressive text, performance etiquette	through prepared performances. • using self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. • demonstrating attention to technical accuracy and expressive qualities in a varied repertoire of prepared music. • demonstrating an awareness of the context of the music through prepared repertoire.
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	