

Theory II: 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 – Composition and Theory Strand - 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 prepare and perform appropriate repertoire.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - analyzing creators' context and how they manipulate the elements of music provides insight into their intent and informs performance. - 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 When is a performance judged ready to present?
	Acquisition	
	<i>Students will know...</i> - that rehearsal is essential for an accurate performance of a piece of music. - that when performing music players must make decisions regarding the importance of individual parts. - that communication between the performers is necessary for an accurate performance. - that knowing the historical period of when a piece was composed must be considered for an accurate stylistic performance of the piece. <u>vocabulary:</u> key signature, chord, interval, accidental, improvisation, ostinato, tempo, melody, modality,	<i>Students will be skilled at...</i> - identifying and selecting specific passages, selections, or movements in musical works that express the personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary ternary, rondo) or moderately complex forms. - analyzing how the elements of music (including form) of selected works relate to style, function, and context, and explaining the implications for rehearsal and performance. - developing interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the

	pitch, transpose, rhythm, harmony, dynamics, timbre, texture, form, style, articulation, clefs, consonance, dissonance, diatonic, enharmonic, chromaticism, meter, syncopation, triad, phrase, period	creators' intent. ● creating rehearsal plans for works, identifying the form, repetition, and variation within the form, and the style and historical or cultural context of the work. ● using established criteria and feedback, identifying the way(s) in which performances convey the elements of music, style, and mood. ● identifying and implementing strategies for improving the technical and expressive aspects of varied works. ● sharing live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent. ● explaining how compositions are appropriate for both audience and context, and how this will shape future compositions.
Content Area Literacy Standards		21st Century Skills
RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.4 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 11-12 texts and topics. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		● <i>solve problems</i> ● <i>assess and evaluate information</i> ● <i>reason effectively</i> ● <i>make judgments and decisions</i> ● <i>access technology efficiently</i> ● <i>be active and engaged learners</i> ● <i>use analysis, evaluation, and creativity in problem solving</i> ● <i>work independently and collaboratively</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	