

Theory II: 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 – Composition and Theory Strand - 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. - musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTIONS - How do musicians make creative decisions? - When is creative work ready to share?
	Acquisition	
	Students will know... - that music compositions are written for a specific topic or event or sometimes for personal reasons. - that scales are the building blocks of musical composition. - that recognition of tones combinations by eye and ear is a skill fundamental to basic musicianship. - that composers organize chords in specific combinations to signal the conclusion of musical passages. - that a composer's choice of instruments is an important factor for setting the mood of a piece. - that a basic understanding of music theory is essential to the composition process. <u>vocabulary:</u> key signature, chord, interval, accidental,	Students will be skilled at... - describing and demonstrating how sounds and short musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines. - assembling and organizing multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines. - describing and explaining the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary). - identifying, describing, and applying selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive

	inversion, modality, pitch, transpose, dictation, rhythm, harmony, dynamics, timbre, texture, form, style, articulation, cadence, non-harmonic tones, clefs, consonance, dissonance, diatonic, enharmonic, chromaticism, meter, syncopation, triad, phrase, period, sonata form, rondo, theme and variation, symphony, chamber music	aspects of evolving drafts leading to final versions. ● sharing music through the use of notation, solo or group performance, or technology, and demonstrating how the elements of music and compositional techniques have been employed to realize expressive intent. ● aurally identifying intervals, triads, scales, and melodies.
Content Area Literacy Standards		21st Century Skills
RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.9-10.4 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 9-10 texts and topics. RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. WHST.9-10.1 Write arguments focused on discipline-specific content. WHST.9-10.4 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	