

Theory I: 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 Students will understand that... - 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 How does understanding the structure and context of musical works inform performance?
	Acquisition	
	Students will know... - that the sound of music is the direct result of the instruments and voices the composer employs and the way they are combined. - that when performing music players must make decisions regarding the importance of individual parts. - that the written score of any piece indicates how a composer feels the piece should be performed. - that knowing the historical period of when a piece was composed must be considered for an accurate stylistic performance of the piece.	Students will be skilled at... - identifying and selecting specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, or binary). - analyzing how the elements of music (including form) of selected works relate to style and mood, and explaining the implications for rehearsal or performance. - developing interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent. - using established criteria and feedback, identifying

	<u>vocabulary:</u> key signature, chord, interval, accidental, improvisation, ostinato, tempo, melody, modality, pitch, transpose, rhythm, harmony, dynamics, timbre, texture, form, style, articulation, clefs, consonance, dissonance, diatonic, enharmonic, chromaticism, meter, syncopation, triad, phrase, period	the way(s) in which performances convey the elements of music, style, and mood. ● sharing live or recorded performances of works (both personal and others'), and explaining how the elements of music are used to convey intent. ● identifying how compositions are appropriate for an audience or 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	