

Theory II: Responding and Connecting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply appropriate musical criteria in order to analyze musical performances. - Students will demonstrate the ability to apply historical, personal, and cultural contexts in order to connect and relate to musical 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 7: Perceive and analyze artistic work. - Anchor Standard 8: Interpret intent and meaning in artistic work. - Anchor Standard 9: Apply criteria to evaluate artistic work. - Anchor standard 10: Synthesize and relate knowledge and personal experiences to make art. - Anchor standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Transfer	
	<i>Students will be able to independently use their learning to make connections to the world around them through music.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - musicians' response to and perception of musical works is influenced by their interests, experiences, understandings, and purposes. - through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. - musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. - response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTIONS How does understanding the structure and context of music inform a response?
	Acquisition	
	<i>Students will know...</i> - that the technical and expressive aspects of a piece of music influence the interpretation of varied works. - that understanding the fundamentals of music theory is necessary to express ideas and emotions through music.	<i>Students will be skilled at...</i> applying teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describing the choices as models

	• that music relates to the other arts, other disciplines, and daily life. • that an individual's interests, knowledge and skills influence their response to a musical performance. • that not all cultures respond to musical performances in the same way. • that an individual's response to a piece of music can be influenced by current trends in the music of their and/or other cultures. <u>vocabulary:</u> sonority, interval, accidental, inversion, modality, transpose, rhythm, harmony, dynamics, timbre, texture, form, style, articulation, cadence, consonance, dissonance, enharmonic, chromaticism, meter, syncopation, phrase, period, mood, program music, genre	for composition. • analyzing aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context. • developing and supporting interpretations of varied works, demonstrating an awareness of the composers' intent, by citing the use of elements of music (including form), compositional technical, and the style/genre and context of each work. • explaining the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating awareness of music theory as well as compositional techniques and procedures. • describing the way(s) in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process. • demonstrating how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • demonstrating an awareness of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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	