

Survey of Music: Connecting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - 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 – Music - 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	
	Students will be able to independently use their learning to personally respond and connect to music.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - 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.	ESSENTIAL QUESTIONS - Can music be practical in the everyday world? - Does music have application to other disciplines? - Do life experiences dictate how one allows music to affect one's life?
	Acquisition	
	Students will know... - that music expands understanding of the world, its people, and one's self. - that history and culture influence music. - that music from the beginning is related to music of today. - that music is an element in other academic disciplines. - that music can be used as: - a career - an art - an academic discipline - a way of life <u>vocabulary:</u> sound recording and technology, teaching and coaching, jingle, advertisement, theme songs, musak, video game music, aesthetic, music integration, "The Mozart Effect", Left-Brain Right-Brain.	Students will be skilled at... - demonstrating how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. - identifying differences between the styles of music from different time periods, including contemporary music. - demonstrating a connection between music and the other arts, other disciplines, varied contexts and daily life.

Content Area Literacy Standards	21 st Century Skills
RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>. WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research	● <i>making judgments and decisions</i> ● <i>think creatively</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>access and evaluate information</i> ● <i>analyze media</i> ● <i>be flexible</i> ● <i>interact effectively with others</i> ● <i>implement innovations</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	