

Theory I: 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 generate creative ideas? - How do musicians improve the quality of their creative work?
	Acquisition	
	Students will know... - that music notation is used to indicate pitch, duration, and intensity. - that scales are the building blocks of musical composition. - that recognition of tone 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 voice leading is the term used to describe the linear aspect of musical composition. <u>vocabulary:</u> key signature, chord, interval, accidental, inversion, modality, pitch, transpose, dictation, rhythm, harmony, dynamics, timbre, texture, form,	Students will be skilled at... - describing how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. - identifying and describing the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary). - identifying, describing, and applying teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. - sharing music through the use of notation, performance, or technology, and demonstrating how the elements of music have been employed to realize expressive intent.

	style, articulation, cadence, non-harmonic tones, clefs, consonance, dissonance, diatonic, enharmonic, chromaticism, meter, syncopation, triad, phrase, period	aurally identifying intervals, triads, and scales.
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 <i>grades 9-10 texts and topics</i>. 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 <i>discipline-specific content</i>. 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	