

Survey of Music: Responding

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 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 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.	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 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.	ESSENTIAL QUESTIONS - Has music influenced history or has history influenced music? - How do we judge the quality of musical work(s) and performance(s)?
	Acquisition	
	Students will know... - that the successful interpretation of a varied repertoire is predicated on knowledge of musical language. - that music expands understanding of the world, its people, and one's self. - that history and culture influence music - that all music has value, even if it differs from an individual's musical preferences. - that each music performance is unique. - that mood of music can change depending on the elements of music and tonality. - that music from the beginning is related to music of today. - Of the following key players: - Bach, Handel	Students will be skilled at.... - identifying reasons for performing music based on characteristics found in music and connection to purpose or context. - explaining how the manipulation of musical elements can inspire the response to music. - identifying and supporting interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text. - evaluating works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

	- o Haydn, Mozart - o Beethoven, Schubert, Chopin, Brahms - o Wagner - o Aaron Copeland - o Ella Fitzgerald, Fats Waller, Duke Ellington - o Elvis, The Beatles, Aerosmith, Michael Jackson <u>vocabulary:</u> Names of artistic time periods, beat, tempo, dynamics, form, tonality, mood	
Content Area Literacy Standards		21st 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.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 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>

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	