

Guitar 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 – 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. - 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 connect music to their lives.</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.	ESSENTIAL QUESTIONS How do musicians make meaningful connections to creating, performing, and responding?
	Acquisition	
	<i>Students will know...</i> - that understanding a song's intent helps a performer better convey the composer's intent and the performer's interpretation. - that musicians group songs to strengthen meaning and intent. - that performers can interpret and perform the same song differently. - that different styles of performing attract different types of performers. <u>vocabulary:</u> review of the elements of music,	<i>Students will be skilled at...</i> - listening to contrasting music and comparing their connections to specific interests or experiences. - comparing how the elements of music and expressive qualities relate to the structure within programs of music. - identifying and comparing the context of programs of music from a variety of genres, cultures, and historical periods. - supporting a personal interpretation of contrasting works and explaining how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures,

	musical culture, musical context, musical history, musical style	and historical periods, conveys expressive intent. ● applying appropriate personally developed criteria to evaluate musical works or performances. ● demonstrating how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. ● demonstrating a connection between music and the other arts, other disciplines, varied contexts and daily life.
Content Area Literacy Standards		21st Century Skills
RH.6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.6-8.4 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 6-8 texts and topics. WHST.6-8.1 Write arguments focused on discipline-specific content. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.		● works independently and collaboratively ● be active and engaged learners ● make judgments and decisions ● reason effectively ● assess and evaluate information ● solve problems.

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	