

Guitar II: Performing

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 refine musical concepts in order to convey meaning when performing a varied 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 4: Select, analyze and interpret artistic work for presentation. - Anchor Standard 5: Develop and refine artistic techniques and work for presentation. - Anchor Standard 6: Convey meaning through the presentation of artistic work.	Transfer	
	Students will be able to independently use their learning to share their musical experiences with others.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - performers make interpretive decisions based on their understanding of context and expressive intent. - to express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. - musicians judge performance based on criteria that vary according to musical maturity, knowledge and experience.	ESSENTIAL QUESTIONS How do performers select repertoire?
	Acquisition	
	Students will know... - that simple rhythmic, melodic, and harmonic passages can be used to enhance understanding of more complex musical concepts. - that a work's context and structure will modify how it is performed. - that the composer's intent provides a framework for individual interpretation. - that size and instrumentation of an ensemble determines individual performance expectations. - that listening while performing on guitar is important for blend and balance. - that individual and ensemble review of performances provides for personal and	Students will be skilled at... - applying personally selected criteria for choosing music of contrasting styles for a program with a specific purpose and/or context, and explaining expressive qualities, technical challenges, and reasons for choices. - comparing the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. - analyzing selected pieces through sight-reading in treble or bass clef simple rhythmic, melodic, and/or harmonic notation. - identifying how cultural and historical context inform performances and result in different musical effects. - performing contrasting pieces of music,

	ensemble growth. that technical accuracy and appropriate interpretation will allow them to perform expressively. <u>vocabulary:</u> etiquette, posture, blend, balance, ensemble, tone, pitch, chord, harmony, melody, form	demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). - identifying and applying personally selected criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform. - performing music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent. - demonstrating performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.
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	