

Introduction to Basic Guitar: 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 we judge the quality of musical work(s) and performance(s)?
	Acquisition	
	<i>Students will know...</i> - that through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - that emotional connections to music are influenced by personal interests and experiences. - that an informed response to music is generated by a thoughtful analysis of the structure and context of varied musical works. - that an essential aspect of performing is using established criteria to analyze and interpret performance. - that knowledge and personal experience	<i>Students will be skilled at...</i> - demonstrating and explaining (citing evidence) how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. - describing how the elements of music and expressive qualities relate to the structure of the pieces. - identifying the context of music from a variety of genres, cultures, and historical periods. - demonstrating and explaining how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal

	enhances a performer’s ability to create, perform, and respond. <u>vocabulary:</u> elements of music, musical culture, musical context, musical history, musical style	interpretations, within genres and cultural and historical context, to reflect expressive intent. ● applying teacher-provided 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.
<i>Content Area Literacy Standards</i>		<i>21st Century Skills</i>
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.		● <i>works independently and collaboratively</i> ● <i>be active and engaged learners</i> ● <i>make judgments and decisions</i> ● <i>reason effectively</i> ● <i>assess and evaluate information</i> ● <i>solve problems</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	