

12th Grade Ensembles: Performing

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze musical notation in order to develop musical literacy. - 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: Traditional and Emerging Ensembles - 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.	<i>Transfer</i>	
	Students will be able to independently use their learning to share their musical experiences with others.	
	<i>Meaning</i>	
	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 - Can a quality performance be completely solo? - Who decides when a performance is ready to present?
	<i>Acquisition</i>	
	Students will know... - that there are fundamental components of musical performance that must be mastered. - that there are specific, varied practice techniques that should be independently utilized to convey expressive intent. - that the utilization of music technology, such as Smart Music, enhances performance skills. - that sight reading is an essential skill for musicianship.	Students will be skilled at... - evaluating the criteria used to select a varied repertoire to study an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. - documenting and demonstrating, using music reading skills where appropriate, how compositional devices employed and

	• that an understanding of musical historical context of the prepared repertoire is essential to producing quality, expressive performances. • that successful performance of chamber music repertoire requires a sophisticated musical skill set. • that demonstrating musical leadership and collaboration are essential to effective musical rehearsal and performance. <u>vocabulary:</u> review of the elements of music, review of ensemble-specific musical vocabulary, intonation, consonance, dissonance, intervals, pentatonic, tonality, mode, balance, blend, timbre, color, contrast, expression, form, genre, nuance and style, expression, pitch, articulation, phrasing, melody, harmony	theoretical and structural aspects of musical works may impact and inform prepared and/or improvised performances. • demonstrating how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performances as well as performers' technical skill to connect with the audience. • developing and applying appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluating their success. • demonstrating mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. • demonstrating an awareness of expressive intent by connecting with an audience through prepared and/or improvised performances.
Content Area Literacy Standards		21st Century Skills
RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.4 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 11-12 texts and topics</i>. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>. WHST.11-12.4 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	