

Introduction to Basic Guitar: 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	
	<i>Students will be able to independently use their learning to share their musical experiences with others.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - 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 When is a performance judged ready to present?
	Acquisition	
	<i>Students will know...</i> - that a song's structure and context will modify how it is performed. - that the composer's intent provides a framework for individual interpretation. - that simple songs and melodies can be used to enhance understanding of more complex musical concepts. - that listening while performing is important for balance and/or intonation. - that individual and ensemble review of performances provides for personal and ensemble growth. - that technical accuracy and appropriate interpretation will allow them to perform expressively.	<i>Students will be skilled at...</i> - applying teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explaining why each was chosen. - explaining how understanding the structure and the elements of music are used in music selected for performance. - analyzing selected music, reading and identifying by name or function standard symbols for rhythm, pitch, articulation, and dynamics. - identifying how cultural and historical context informs performances. - performing a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre,

	<u>vocabulary:</u> etiquette, riser, dress rehearsal, posture, intonation, balance	articulation/style, and phrasing) convey intent. - identifying and applying teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform. - performing the music with technical accuracy to convey the creator's intent. - demonstrating performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.
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.		<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	