

9th Grade Ensembles: Creating

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to conceive, organize, and develop original musical material in order to convey complete musical concepts. - 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 1 - Generate and Conceptualize artistic ideas and work - Anchor Standard 2 - Organize and develop artistic ideas and work - Anchor Standard 3 - Refine and complete artistic work	Transfer	
	Students will be able to independently use their learning to express ideas and emotions through music.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - the creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. - musicians' creative choices are influenced by their expertise, context, and expressive intent. - musicians' presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTIONS - What does it mean to "create?" - How do musicians make creative decisions?
	Acquisition	
	Students will know... - that the analysis, reading, and performing of simple and complex rhythmic notation is essential to the creative process. - that appropriate musical style is essential to the performance of melodies and accompaniments. - that proper phrasing is an integral part of a musical performance. - that recording musical works is essential to the creative process. - the proper criteria for analyzing the quality of a performance. - the proper Interpretation of musical symbols and terms referring to dynamics, tempo, articulation, style, and expression.	Students will be skilled at... - preparing and performing melodic and rhythmic passages, as well as arrangements that reflect a variety of historical periods studied in rehearsal. - analyzing melodic and rhythmic passages, as well as arrangements reflective of a variety of historical periods studied in rehearsal. - playing creations through standard notation, audio, and/or video recording. - analyzing and refining repertoire based on knowledge, skill and teacher-provided criteria. - sharing melodic and rhythmic ideas or motives - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal. - interpreting time and key signatures.

	<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	
Content Area Literacy Standards		21st Century Skills
RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.9-10.4 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 9-10 texts and topics</i>. RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>. WHST.9-10.4 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	