

10 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 - Who decides a performance is good? - How does musical interpretation influence performance?
	<i>Acquisition</i>	
	Students will know... - that fundamental pulse, rhythmic and pitch accuracy, as well as proper phrasing, are integral components of a successful musical performance. - that melodies and accompaniments need to be performed in the proper style. - that there are specific, varied practice techniques that should be utilized to prepare for expressive performance.	Students will be skilled at... - recognizing the criteria used to select a varied repertoire to study an understanding of the theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. - demonstrating, using music reading skills where appropriate, how compositional devices employed and theoretical and structural

	• that the utilization of music technology, such as Smart Music, enhances performance skills. • that sight reading is an essential skill for musicianship. • that respecting peer leadership and collaboration are essential to effective musical rehearsal and performance. • that a fundamental understanding of musical historical context of the prepared repertoire is essential to producing quality, expressive performances. • that developing a broad repertoire is predicated on skills acquisition. <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	aspects of musical works impact and inform prepared or improvised performances. • demonstrating an understanding of context in a varied repertoire of music through prepared and/or improvised performances. • developing strategies to address expressive challenges in a varied repertoire of music, and evaluating their success using feedback from ensemble peers and other sources to refine performances. • demonstrating attention to technical accuracy and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles and genres. • demonstrating an awareness of expressive intent as a means for connecting with an audience through prepared and/or improvised performances.
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	