

10th Grade Ensembles: 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: Traditional and Emerging Ensembles - 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 Students will be able to independently use their learning to connect music to their lives. Meaning <table><tr><td> ENDURING UNDERSTANDINGS Students will understand that... - musicians response and perception to 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. </td><td> ESSENTIAL QUESTIONS - Should musical history repeat itself? - Does music influence culture or culture influence music? </td></tr></table> Acquisition <table><tr><td> Students will know... - that repertoire decisions are based on knowledge of genre, historical context, and specific skill acquisition. - that music expands understanding of the world, its people, and one’s self. - that history and culture influence music, and, concomitantly, music influences, and is embedded in, the culture of their community and the world at large. </td><td> Students will be skilled at... - identifying reasons for performing music based on characteristics found in music and connection to purpose or context. - explaining how the manipulation of musical elements can inspire the response to music. - identifying and supporting interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the </td></tr></table>		ENDURING UNDERSTANDINGS Students will understand that... - musicians response and perception to 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 - Should musical history repeat itself? - Does music influence culture or culture influence music?	Students will know... - that repertoire decisions are based on knowledge of genre, historical context, and specific skill acquisition. - that music expands understanding of the world, its people, and one’s self. - that history and culture influence music, and, concomitantly, music influences, and is embedded in, the culture of their community and the world at large.	Students will be skilled at... - identifying reasons for performing music based on characteristics found in music and connection to purpose or context. - explaining how the manipulation of musical elements can inspire the response to music. - identifying and supporting interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the
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	● that music expresses human experiences and values. ● that the expressive interpretation of a varied repertoire is predicated on knowledge of musical language and the application of learned skills. ● that each music performance is unique. ● that all music has some value, even if it differs from an individual's musical preferences. ● that personal experience, skill development, and maturity informs musical connection. <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, structure, genre, context, nuance and style, expression, pitch, articulation, phrasing, melody, harmony	setting of the text. ● evaluating works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. ● 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.
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	