

Music Appreciation

Content Standard 1. Singing, alone and with others, a varied repertoire of music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
1.a - Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.	1. “Exploring the voice and how we sing.”- In this activity students will learn about the basics of singing. They will learn the parts of the body used to produce sound, the importance of good posture, good breathing techniques, and how to create good tone quality. Students will explore their own voices in singing short melodies in a variety of ranges and identifying where in their range it is easy and where it is difficult to produce a good healthy sound.	∅ Evaluation rubric assessing students on their participation of singing on a scale from 1-5. Also, they will write an essay in their music journals reflecting what was easy and what was difficult about singing; a self study. Their music journals will be graded.	∅ <i>Basics of Singing</i> ∅ <i>Evoking Sound, The Choral Warm-Up</i> Ch. 7-10, Pgs. 37-41, 49-59, 60-71, and 73-79. ∅ <i>Successful Performing (Singers Edition)</i> Pgs. 4-6
	2. “Short Melodies (applying basic music theory)”- Students will have to sing short melodies in this activity using their previous knowledge of basic music theory and proper singing techniques. This activity is used mainly to reinforce theory and keep students practicing proper singing techniques.	∅ Evaluation rubric assessing students on their participation and effort in singing on a scale from 1-5. They will also complete a music journal assignment where they will have to express what progress they’ve made in singing. Their music journals will be graded.	∅ <i>Successful Performing (Singers Edition)</i> Pgs. 6-11
	3. “Learning to Sight Read” –In this lesson, students will apply their previous knowledge of learning short melodies and basic music theory to sight read a melody on their own without help from the teacher. Students will give themselves a starting pitch and	∅ Evaluation rubric will be used on their effort and accuracy on figuring out the sight reading melodies on their own. The teacher will use a grading scale of 1-5.	∅ <i>Sing at first Sight</i> , Pgs. 4-7 <i>18 Lessons to Sight Reading Success</i> , Lesson 1- Pgs. 16-17.

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1.a – Continued	<p>from there they will try to figure out the melody on their own without the help of the teacher or an instrument. Once they believe they have figured out the melody, they will sing it for the teacher and the teacher will correct any mistakes.</p> <p>4. “The Different Types of Song”- Students will identify three types of songs in this lesson; the echo song, the call-and-response song, and the round. Students will sing examples of each type of song using proper singing techniques.</p>	<p>∅ An evaluation rubric will be used to assess students on their participation and effort in singing the three types of songs, using a grading scale of 1-5.</p> <p>∅ Also, students will be given an identification quiz in which they will be given written examples of the three types of song and they will have to identify which type of song it is simply by looking at the written music.</p>	<p>∅ <i>The Book of Echo Songs</i></p> <p>∅ <i>The Book of Call and Response Songs</i></p> <p>∅ <i>The Book of Rounds and Canons.</i></p>

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<p>1.b - Sing with expression and technical accuracy, a large and varied repertoire of vocal literature.</p>	<ol style="list-style-type: none"> 1. “The Different Types of Song”- In this activity, students will identify and sing three types of songs; echo songs, call and response songs, and rounds. They will perform examples of these three types of songs with the correct dynamics, in the correct tempo, and with the correct articulation. 2. “Exploring Multi-Cultural Music.”-Students will explore many different styles of music from around the world in this exercise. They will sing the music from other cultures using the proper performance practice that belongs to the individual culture. Some of the cultures that we will look at are: <ol style="list-style-type: none"> a. Ghana b. Zimbabwe c. Latin America d. China e. Japan 	<ul style="list-style-type: none"> ⌘ An evaluation rubric will be used to assess students not only on their participation and effort, but also on the accuracy of performing with the correct technicalities of the music. ⌘ Students will be given a written quiz on the cultural background and importance of music in each culture we study. Also, the teacher will use an evaluation rubric to assess students on their cultural accuracy in singing these multi-cultural pieces. 	<ul style="list-style-type: none"> ⌘ <i>The Book of Echo Songs</i> ⌘ <i>The Book of Call and Response Songs</i> ⌘ <i>The Book of Rounds</i> ⌘ <i>Let Your Voice Be Heard</i>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
1.b - Continued	3. “Looking at a choral work”- The teacher will choose a choral work appropriate for the vocal ability of the class. The piece should have 4 or fewer parts, include dynamic, tempo, and articulation markings, and have a range that is comfortable for all students in the class. Students will practice performing this piece and reflect on how they could improve their performance and documenting what was done well in their performance.	⌘ Teacher will fill out an evaluation rubric assessing students on their effort and participation during their performance rehearsal. Also, students will reflect on their progress in a music journal entry that will be read and graded by the teacher.	⌘ WHS Music Library (Piece of music used will be subject to change with the ability level of every group.)

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<p>1.c - Sing ensemble music for up to four parts, with and without accompaniment.</p>	<ol style="list-style-type: none"> 1. “The Different Types of Song”- Students will sing and identify echo songs, call and response songs, and rounds. They will sing this music in up to four parts, and they will sing this music a cappella. 2. “Looking at a choral work”- The teacher will choose a piece of music from the choral library that is appropriate for the class’ musical ability. The piece should be up to four parts and will be sung with a piano accompaniment. 3. “Sight reading a 4 part chorale”- Students will use their sight reading abilities to try to put together a 4 part chorale to be performed once with the piano, and once without. 	<ul style="list-style-type: none"> ⌘ An evaluation rubric will be used to assess students on their participation, effort, and technical accuracy; on a scale from 1-5. ⌘ An evaluation rubric will be used to assess students on their participation, effort, and technical accuracy; on a scale from 1-5. ⌘ Students will write a self-reflective music journal essay on their progress of sight reading. After the essay is written, volunteer students will share their reflections with the class. 	<ul style="list-style-type: none"> ⌘ <i>The Book of Echo Songs</i> ⌘ <i>The Book of Call and Response Songs</i> ⌘ <i>The Book of Rounds and Canons</i> ⌘ WHS Music Library (Piece will be chosen from the library based on the abilities of the class) ⌘ <i>31 Bach Chorales for Sight Reading and Performance.</i>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>2.a - Students will perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.</p>	<ol style="list-style-type: none"> 1. “Music to Your Ears”- In this lesson, students explore how the sounds made by everyday objects can be transformed into musical experiences, composing and performing musical pieces using non-traditional instruments 2. Learning the keyboard- Students will learn the basics of the keyboard including the names of keys and where the notes on the staff correspond to the keys on the keyboard. Once this is mastered, students will then apply their music theory skills to play short one handed melodies on the keyboard or piano. 3. “The Rhythm of R&B”- In this lesson, students will perform typical R&B accompaniment patterns using rhythm instruments and horn/keyboard instruments. 4. “Down By the Riverside”- In this lesson, will identify the I, IV, and V7 chords, identify the root and the fifth, and play them on an Orff instrument, tone blocks, or a keyboard. Students will identify where the I, IV, and V7 chords are in the recording of “Down by the Riverside,” and play the chords along with the recording. 	<ul style="list-style-type: none"> ⌘ Students will be evaluated based on thoughtful written music journal entries, participation in class discussions, completion and performance of group musical piece, and homework presentations. ⌘ A quiz using an evaluation rubric will assess students on how well they comprehend the basics of the keyboard and how to use it. Students will be graded on a scale from 1-5. ⌘ Students will be evaluated on their participation and effort, and students will write a reflective essay on what accompaniment patterns might define the style of popular music in 100 years. ⌘ Students will be evaluated on their participation and effort through an evaluation rubric. 	<ul style="list-style-type: none"> ⌘ www.lessonplanet.com, This lesson was developed in partnership with the Bank Street College of Education in New York City, http://www.nytimes.com/learning ⌘ <i>Adult All In One Course</i> from <i>Alfred’s Adult Basic Piano Course</i> ⌘ www.lessonplanet.com, courtesy of VH1-Save the music project. Lesson will be adjusted by teacher for the abilities in class. ⌘ www.lessonplanet.com, courtesy of www.menc.org/guides/wlc/tg05/lesson2.html

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
2.a – Continued	<p>5. “A Stomping Good Time: Using Found Instruments and Invented Rhythms to Make Beautiful Music”- Students will work in small groups to use everyday objects to create performances inspired by the work of STOMP.</p> <p>6. “Bottle Organ”- Students will use bottles of all shapes and sizes to create a musical scale. Students can put material into the bottle to change its pitch, but students must in the end have made a musical scale out of their 8 bottles. Students will then play short melodies by ear on their bottles, and create new melodies that they will notate.</p> <p>7. “Learning to Play Together”- In this lesson, students will improvise a traditional American tune on rhythm instruments. If a student has keyboarding background, they may play the piano instead of a rhythm instrument; otherwise the piano will be played by the teacher.</p> <p>8. “Musical Instruments”- Students will have to bring in objects from home that they believe that they can transform into musical instruments. Students will be broken into groups of 4 and will be asked to compose a short piece using their instruments from home.</p>	<p>⌘ During the debriefing session after their performances, assess students’ willingness to verbalize and put into writing what they learned from the lesson.</p> <p>⌘ Students will be assessed on their participation and effort. Students will hand in the notation of the melody that they composed with their bottles.</p> <p>⌘ Students will be evaluated on their participation, effort, and ensemble skills through an evaluation rubric.</p> <p>⌘ Students will be evaluated on their original composition and they will write an essay on what the instrument of their choosing is how it works, and what it is made of.</p>	<p>⌘ www.lessonplanet.com, courtesy of educationworld.com</p> <p>⌘ www.lessonplanet.com, courtesy of reachoutmichigan.org</p> <p>⌘ www.lessonplanet.com courtesy of menc.org</p> <p>⌘ www.lessonplanet.com, courtesy of uwsp.edu</p>

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<p>2.b - Students will play, by ear, simple melodies on a melodic instrument, and simple accompaniments on a harmonic instrument.</p>	<ol style="list-style-type: none"> 1. “The Rhythm of R&B”- Students will be performing a typical R&B accompaniment on a rhythm or keyboard instrument, after listening to a typical R&B piece and identifying the chord changes. 2. “Down By the Riverside”- In this lesson, will identify the I, IV, and V7 chords, identify the root and the fifth, and play them on an Orff instrument, tone blocks, or a keyboard. Students will identify where the I, IV, and V7 chords are in the recording of “Down by the Riverside,” and play the chords along with the recording. 3. “Bottle Organ”- Students will use bottles of all shapes and sizes to create a musical scale. Students can put material into the bottle to change its pitch, but students must in the end have made a musical scale out of their 8 bottles. Students will then play short melodies by ear on their bottles, and create new melodies that they will notate. 	<ul style="list-style-type: none"> ⊗ Students will be evaluated on their participation, effort, and accuracy of where the chord changes lie. An evaluation rubric will be filled out. Students will also write a reflective essay on how accompaniment patterns might define the style of popular music in 100 years. ⊗ Students will be evaluated on their participation and effort through an evaluation rubric. ⊗ Students will be assessed on their participation and effort. Students will hand in the notation of the melody that they composed with their bottles. 	<ul style="list-style-type: none"> ⊗ www.lessonplanet.com, courtesy of VH1-Save the music project. Lesson will be adjusted by teacher for the abilities in class. ⊗ www.lessonplanet.com, courtesy of www.menc.org/guides/wlc/tg05/lesson2.html ⊗ www.lessonplanet.com, courtesy of reachoutmichigan.org

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
2.b - Continued	4. "Learning to Play Together"- In this lesson, students will improvise a traditional American tune on rhythm instruments. If a student has keyboarding background, they may play the piano instead of a rhythm instrument; otherwise the piano will be played by the teacher.	⌘ Students will be evaluated on their participation, effort, and ensemble skills through an evaluation rubric.	⌘ www.lessonplanet.com courtesy of menc.org

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2.e - Students will perform in small ensembles with one student on a part.	1. “Musical Instruments”- Students will have to bring in objects from home that they believe that they can transform into musical instruments. Students will be broken into groups of 4 and will be asked to compose a short piece using their instruments from home. There will be 4 parts to the composition, and each student will have one part.	⌘ Students will be evaluated on their original composition and they will write an essay on what the instrument of their choosing is how it works, and what it is made of.	⌘ www.lessonplanet.com , courtesy of uwsp.edu . (Lesson was updated by teacher for the course’s needs)
	2. “Learning to Play Together”- In this lesson, students will improvise a traditional American tune on rhythm instruments. If a student has keyboarding background, they may play the piano instead of a rhythm instrument; otherwise the piano will be played by the teacher. The students will play together in small groups, with one student on a part.	⌘ Students will be evaluated on their participation, effort, and ensemble skills through an evaluation rubric. Students will also be asked to reflect on what they found were the key elements of performing as an ensemble.	⌘ www.lessonplanet.com courtesy of menc.org
	3. A Stomping Good Time: Using Found Instruments and Invented Rhythms to Make Beautiful Music”- Students will work in small groups, with one student per part, to use everyday objects to create performances inspired by the work of STOMP.	⌘ During the debriefing session after their performances, assess students’ willingness to verbalize and put into writing what they learned from the lesson.	⌘ www.lessonplanet.com , courtesy of educationworld.com

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Content Standard 3. Students will improvise melodies, variations, and accompaniments.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>3.a - Students will improvise stylistically appropriate harmonizing parts.</p>	<ol style="list-style-type: none"> 1. “Do You Want to Improvise?”- Students will play a melody consisting of four notes on a keyboard, known as the circle, while they are also singing the melody that they learned in the previous lesson. Once this is mastered, students will play both the melody and the chordal accompaniment to this song, and students will take turns improvising on the “circle.” 2. “Exploring African Music”- Students will sing the African lullaby “Abiyoyo” and identify its repetitiveness. Teacher will then explain how improvisation is built off of repetition; you improvise a melody by changing a part of a musical phrase that you know very well. Students will sing the song again with instrumental accompaniment and students will take turns improvising on their instrument after playing the repeated section several times. Then the improvisation will switch so that the singer will be able to improvise the melody. 	<ul style="list-style-type: none"> ⌘ Teacher observation of students’ participation and involvement in singing and playing. ⌘ Students will be evaluated on their active participation and responses in class discussion. Students will also be expected to identify two characteristics of African music and write about them in their journals. 	<ul style="list-style-type: none"> ⌘ http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Arts/Music/MUS0215.html ⌘ www.teacherlink.ed.usu/tlresources/units/byrnes-africa/chrbra%20folder/index.html

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Content Standard 3. Students will improvise melodies, variations, and accompaniments.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>3.b - Students will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.</p>	<ol style="list-style-type: none"> 1. “Songs we know”- Students will choose from a list of folk songs. Students will learn to sing the folk song and memorize it. Then, students will sing the song again, but this time will be instructed to change and improvise the rhythm at a certain time, and then return to the original melody 2. Rhythmic Improvisation- Students will clap a steady 4 beats repetitively. Teacher and students will then have a call and response period where the teacher claps a rhythm and the students repeat what the teacher clapped. After this, the entire class will return to clapping the steady beat. Then, the class should change their steady beat claps, to steady beat lap pats. From there, each student should have the opportunity to improvise their own 4 beat patterns over the class’ ostinato. 3. One, two, and three note improvisations- Teacher and students should first establish a steady pulse by patting their laps. Then teacher will sing a four beat pattern using the pitch D. Students will sing the pattern back to the teacher. After a few minutes of call and response, each student will have the opportunity to improvise their own melody using the pitch D and making up their own 4 beat patterns. This 	<ul style="list-style-type: none"> ⌘ Students will be evaluated on their creativity of changing rhythms through an evaluation rubric scaled 1-5. ⌘ Students will be evaluated on their participation and effort through an evaluation rubric scaled 1-5. ⌘ Students will be evaluated on their participation and effort through an evaluation rubric scaled 1-5. 	<ul style="list-style-type: none"> ⌘ Lesson developed by teacher. ⌘ www.iaje.org/article.asp?ArticleID=167 ⌘ www.iaje.org/article.asp?ArticleID=167

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
3.b - Continued	exercise should be repeated adding in the pitch Eb the second time, and lastly, adding the pitch F, until they are improvising using all three pitches.		

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
3.c - Students will improvise original melodies over given chord progressions each in a consistent style, meter, and tonality.	1. “Exploring African Music”- Students will sing the African lullaby “Abiyoyo” and identify its repetitiveness. Teacher will then explain how improvisation is built off of repetition; you improvise a melody by changing a part of a musical phrase that you know very well. Students will sing the song again with instrumental accompaniment and students will take turns improvising on their instrument after playing the repeated section several times. Then the improvisation will switch so that the singer will be able to improvise the melody	⌘ Students will be evaluated on their active participation and responses in class discussion. Students will also be expected to identify two characteristics of African music and write about them in their journals	⌘ www.teacherlink.ed.usu/tlresources/units/byrnes-africa/chrbra%20folder/index.html

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Content Standard 4. Student will compose and arrange music within specific guidelines.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>4.a - Students will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.</p>	<ol style="list-style-type: none"> 1. "First Rhythmic Composition"- This lesson introduces students to rhythm concepts, including the names and symbols associated with music notation. Students will fill in a chart that outlines names and meanings of rhythmic musical symbols. Then, using these symbols, they will clap rhythm sequences and compose their first compositions. They will also perform these compositions on specific classroom percussion instruments. 2. "Rhythm charts"- Students will create a rhythm chart that includes a rhythmic line for at least three classroom percussion instruments. Students will write rhythms in 4/4 time and choose classmates to perform their composition for the class. 3. "Meter Readers Turned Composers"- In this lesson students will learn to interpret time signatures/meter, and then compose eight measures in the meter that they select. They will notate the rhythm first and then write a melody. 	<ul style="list-style-type: none"> ⌘ This assignment should be graded as a class. Students should use the provided Assessment checklist to assess each other's compositions. ⌘ Students will be evaluated through their compositions. Students will hand in the compositions and the teacher will grade the composition on the grounds of correct notation, correct beats per measure, and clarity of the composition so that another could read and perform it. ⌘ Students will hand in their compositions and they will be graded on composing within the meter that they selected an appropriate melody, and correct written notation. 	<ul style="list-style-type: none"> ⌘ http://www.artsedge.kennedy-center.org/content/2213/ ⌘ www.lessonplanspage.com/printables/PMusicComposingRhythm58.htm ⌘ http://www.beaconlearningcenter.com/Lessons/2128.htm

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
4.a - Continued	<p>4. "Composition in Seven Steps."- Students will choose 2-4 lines from a singularly metered poem. (Teacher will give the students choices.) From there, students must figure out by speaking the line, what rhythm is being spoken. Students will notate the rhythm once it has been identified. Once the rhythm has been notated, students will compose a short melody using the C Major Scale. Students will notate the melody and write the lyrics below. Each composition will be performed for the class.</p> <p>5. "Syncopated Duets"- Students will work in pairs to compose a duet that contains syncopated rhythm sequences. Each student will research a piece of music that they feel uses syncopation and will give a persuasive speech to the class.</p>	<p>⌘ Students will be graded on the musical accuracy of their composition and their performance of the composition through an evaluation rubric scaled 1-5</p> <p>⌘ The class should be allowed to grade each composition based on the given assessment checklist handout that will be provided. The teacher will judge the persuasive writing assignment by having students evaluate each other's work. The teacher will create a rubric that students can use as the speeches are being given.</p>	<p>⌘ http://lessonplanspage.com/printables/PMusicComposition5up.htm</p> <p>⌘ http://artsedge.kennedy-center.org/content/2214/</p>

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Content Standard 4. Students will compose and arrange music within specific guidelines.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>4.c - Students will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.</p>	<ol style="list-style-type: none"> 1. "First Rhythmic Composition"- This lesson introduces students to rhythm concepts, including the names and symbols associated with music notation. Students will fill in a chart that outlines names and meanings of rhythmic musical symbols. Then, using these symbols, they will clap rhythm sequences and compose their first compositions. They will also perform these compositions on specific classroom percussion instruments. 2. "Rhythm charts"- Students will create a rhythm chart that includes a rhythmic line for at least three classroom percussion instruments. Students will write rhythms in 4/4 time and choose classmates to perform their composition for the class. 3. "Meter Readers Turned Composers"- In this lesson students will learn to interpret time signatures/meter, and then compose eight measures in the meter that they select. They will notate the rhythm first and then write a melody. 	<ul style="list-style-type: none"> ⌘ This assignment should be graded as a class. Students should use the provided Assessment checklist to assess each other's compositions. ⌘ Students will be evaluated through their compositions. Students will hand in the compositions and the teacher will grade the composition on the grounds of correct notation, correct beats per measure, and clarity of the composition so that another could read and perform it. ⌘ Students will hand in their compositions and they will be graded on composing within the meter that they selected an appropriate melody, and correct written notation. 	<ul style="list-style-type: none"> ⌘ http://www.artsedge.kennedy-center.org/content/2213/ ⌘ www.lessonplanspage.com/printables/PMusicComposingRhythm58.htm ⌘ http://www.beaconlearningcenter.com/Lessons/2128.htm

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
4.c – Continued	<p>4. “Composition in Seven Steps.”- Students will choose 2-4 lines from a singularly metered poem. (Teacher will give the students choices.) From there, students must figure out by speaking the line, what rhythm is being spoken. Students will notate the rhythm once it has been identified. Once the rhythm has been notated, students will compose a short melody using the C Major Scale. Students will notate the melody and write the lyrics below. Each composition will be performed for the class.</p> <p>5. “Syncopated Duets”- Students will work in pairs to compose a duet that contains syncopated rhythm sequences. Each student will research a piece of music that they feel uses syncopation and will give a persuasive speech to the class.</p> <p>6. Using Finale- Students will choose a three part round, such as “Are You Sleeping?” and enter the notation into Finale. Students will then change the three vocal lines to three lines for three different instruments of their choosing. They will also add a percussion</p>	<p>⌘ Students will be graded on the musical accuracy of their composition and their performance of the composition through an evaluation rubric scaled 1-5</p> <p>⌘ The class should be allowed to grade each composition based on the given assessment checklist handout that will be provided. The teacher will judge the persuasive writing assignment by having students evaluate each other’s work. The teacher will create a rubric that students can use as the speeches are being given.</p> <p>⌘ Students will record their arrangement on Finale and teacher will listen and review the arrangement and grade the arrangement, deducting points for incorrect notation, changing the melody, and not transposing the instruments.</p>	<p>⌘ http://lessonplanspage.com/printables/PMusicComposition5up.htm</p> <p>⌘ http://artsedge.kennedy-center.org/content/2214/</p> <p>⌘ Lesson was developed by the teacher. ⌘ http://metmagazine.com/mag/scoring_points/</p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
4.c - Continued	part. Therefore, they are arranging a vocal piece for a three instruments.		

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Content Standard 5. Students will read and notate music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>5.c- Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p>	<ol style="list-style-type: none"> 1. Lines and spaces- In this lesson, students will learn the differences between the staves with a treble clef and the staves with a bass clef, and which lines and spaces coordinate with what letter of the alphabet. They will use sentences that will help their memorization of the lines and spaces. (ex.- for the lines of treble clef they use “Every Good Boy Deserves Fudge” and they will then know that the lines starting from the bottom up coordinate with the letters, E, G, B, D, and F). 2. Note Values- In this lesson, students will identify a quarter, half, whole, eighth, and sixteenth note. They will also identify the duration of each of these notes. Next, they will identify time signatures and measures and will practice writing measures of rhythm within the parameters of single meter. 	<ul style="list-style-type: none"> ⊗ Students will have a written quiz in which they will have to identify notes but anywhere on a treble clef staff and anywhere on a bass clef staff, and they will also have to draw the notes asked for on the staff as well. The quiz will be out of 100 points. ⊗ Students will have a written quiz in which they will identify each of these notes and their durations. They will also have to write 4 measures of rhythm in 4/4, 3/4, and 2/4. The quiz will be out of 100 points. 	<ul style="list-style-type: none"> ⊗ <i>Alfred’s Essentials of Music Theory</i> Unit 1- pgs. 3-9 ⊗ <i>Alfred’s Essentials of Music Theory</i> Unit 2- pgs. 10-15

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
5.c - Continued	<p>3. Expression markings- In this lesson, students will identify and define <u>dynamic markings</u>,</p> <ul style="list-style-type: none"> a. Forte b. Mezzo-forte c. Mezzo-piano d. Piano e. Pianissimo f. Fortissimo <p><u>Tempo markings</u>,</p> <ul style="list-style-type: none"> a. Largo/adagio b. Andante/Moderato c. Allegro/Vivace d. Ritardando e. Accelerando <p><u>And articulation markings</u>,</p> <ul style="list-style-type: none"> a. Staccato b. Accent c. Sforzando d. Tenuto e. Marcato f. Fermata 	<p>∅ Students will be given a written quiz in which they will be given pieces of music to look at and find each of these expression markings. They must find the symbol, identify it, and define it. The quiz will be out of 100 points.</p>	<p>∅ <i>Alfred's Essentials of Music Theory</i> Unit 5- pgs. 28-33</p>
	<p>4. Repeat Signs, 1st and 2nd endings- Students will identify the symbols for repeat signs, 1st and 2nd endings and will practice performing musical examples with these markings.</p>	<p>∅ Students will be given a worksheet in which they will have to rewrite a given melody with repeat signs and 1st and 2nd endings.</p>	<p>∅ <i>Alfred's Essentials of Music Theory</i> Unit 4, Lesson 14- Pg. 22</p>
	<p>5. D.C., D.S., Coda, and Fine- Students will identify the symbols for these musical indications and define them. Students will also find these markings in their concert music.</p>	<p>∅ Students will be given a worksheet in which they will have to find, identify, and define each of these markings in a piece of music. The worksheet will be weighted as class work.</p>	<p>∅ <i>Alfred's Essentials of Music Theory</i> Unit 5, Lesson 21-Pg. 31</p>

Music Appreciation

Content Standard 5. Students will read and notate music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>5.d - Students will use standard notation to record their musical ideas and the musical ideas of others.</p>	<ol style="list-style-type: none"> 1. The Basics of Music- When students are learning the basics of music theory such as lines and spaces and note values, they will have to practice the proper standard notation. 2. “Meter Readers Turned Composers”- In this lesson, students will learn to interpret time signatures/meter, and then compose eight measures in the meter that they select. They will notate the rhythm first and then write a melody using standard notation. 3. Using Finale- Students will choose a three part round, such as “Are You Sleeping?” and enter the notation into Finale. Students will then change the three vocal lines to three lines for three different instruments of their choosing. They will also add a percussion part. Therefore, they are arranging a vocal piece for three instruments. 	<ul style="list-style-type: none"> ⌘ Students will be given written quizzes on lines and spaces and note values. Points will be deducted if the proper notation is not used. ⌘ Students will hand in their compositions and they will be graded on composing within the meter that they selected an appropriate melody, and correct written notation. ⌘ Students will record their arrangement on Finale and teacher will listen and review the arrangement and grade the arrangement, deducting points for incorrect notation, changing the melody, and not transposing the instruments. 	<ul style="list-style-type: none"> ⌘ Lesson was developed by the teacher. ⌘ http://www.beaconlearningcenter.com/Lessons/2128.htm ⌘ Lesson was developed by the teacher.

Music Appreciation

Content Standard 6. Students will listen to, describe, and analyze music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>6.a - Students will identify simple music forms when presented aurally.</p>	<ol style="list-style-type: none"> 1. Distinguishing parts of form- In this lesson, students will listen to different pieces of music and identify where the major changes are that would signify a different section of the song. Students will use different colored “Skittles” candy to signify a new section, and the same colored Skittles for a repeated section. Red would stand for section A, orange for section B, yellow for section C, and so on. Students will put their Skittles in a row using the different colors for each letter. 2. “Experience ABA form”- In this lesson students will understand the concept of ABA form, distinguish the “A” sections from the “B” sections in selected musical examples, and describe the differences in the “A” sections and the “B” sections using musical terms. Students will listen to “Eine Kleine Nacht Musik” by Mozart and “Little David Play on Your Harp.” 	<ul style="list-style-type: none"> ⌘ Teacher will go around and check their row of skittles after every song that they listen to and help any student who did not correctly put together their form. After all of the pieces have been studied, there will be a discussion so that students can have an opportunity to express how they were able to tell that a new section of the song was playing. Points will be given for participation to the discussion. ⌘ Students will listen to the recording of “Little David Play Your Harp” twice. Then when it is played the third time, students will raise their hands when they hear the “B” section begin and the “A” section return. Students should complete the form chart for this selection and the charts should be evaluated by peer partners. 	<ul style="list-style-type: none"> ⌘ Teacher received this lesson from a colleague. ⌘ http://www.learnnc.org/lessons/LisaQualls5232002631

Music Appreciation

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
6.a - Continued	<p>3. Rondo form- Students will define what rondo form is and that its most common form is ABACA. However, students will also understand that the rondo form may vary but its common trait is to always alternate one section with the A. Students will listen to several examples of rondo form pieces and write down what they believe the form to be. After every student has had the opportunity to write down their form, there will be a class discussion where they will review the form together with the guidance of the teacher. The musical pieces that will be explored are: “The Viennese Musical Clock” by Kodaly, “Violin Sonata, no. 4, op. 23” by Beethoven, “Sonata K. 281, finale” by Mozart, “Trio in G ma, finale” by Haydn, and “Rondo K. 494” by Mozart.</p>	<p>⌘ Students will be evaluated on their participation in class discussion and effort in finding the form of each piece on their own.</p>	<p>⌘ http://www.classicsforkids.com/teachers/lessonplans/kodaly/</p>

Music Appreciation

Content Standard 6. Students will listen to, describe, and analyze music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>6.b - Students will describe specific music events in a given aural example, using appropriate terminology.</p>	<ol style="list-style-type: none"> 1. The National Anthem Project- Students will research and write a report on how the national anthem became our national anthem. They will explain where the tune of the Star Spangled Banner came from and who wrote the lyrics and what they lyrics mean. 2. The Blues- Students will listen to several examples of the blues and find the common theme between them. With the common theme, they will define what the blues are. From there, they will listen to several more jazz examples and will determine whether or not the example can be considered as blues song. 3. Dixieland vs. Chicago Jazz- Students will compare and contrast the two styles of Dixieland and Chicago jazz after they have listened to several examples of each. 	<p>⌘ This essay will be graded on the accuracy of information, proper essay format, and well-developed ideas using a point system out of 100 points.</p> <p>⌘ Students will fill out a worksheet in which they will define the blues and check off which musical examples are blues pieces. The worksheet will be graded and weighted as class work.</p> <p>⌘ Students will write their comparisons in their music journals and will be graded on their effort, clarity, and well developed ideas.</p>	<p>⌘ This lesson was developed by the teacher.</p> <p>⌘ This lesson was developed by the teacher with the help of <i>American Popular Music Activity Book</i></p> <p>⌘ This lesson was developed by the teacher with the help of <i>American Popular Music Activity Book</i></p>

Music Appreciation

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
6.b - Continued	<p>4. Musical Theater Project- Students will listen to and watch many examples of musical theater and will write a review of each as if they were a reviewer for the New York Times watching a Broadway production. They will critique the cast, music, and technicalities of each production.</p> <p>5. The Emergence of Rock and Roll- Students will listen to several pieces by Elvis, the Beatles, and others and describe how their music shaped the way for rock and roll in the future.</p>	<p>⌘ Each review should be in an article form, as if it were going into a newspaper. The review will be graded on critiquing every point that is asked for, format and grammar, clarity, and well developed ideas.</p> <p>⌘ Students will develop their thoughts on rock and roll and its importance in their music journals. The music journals will be read and graded by the teacher on effort, clarity, and well developed ideas.</p>	<p>⌘ This lesson was developed by the teacher with the help of <i>American Popular Music Activity Book</i></p> <p>⌘ This lesson was developed by the teacher with the help of <i>American Popular Music Activity Book</i></p>

Music Appreciation

Content Standard 6. Students will listen to, describe, and analyze music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>6.c - Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.</p>	<ol style="list-style-type: none"> 1. Our Music Festival- The students will investigate the diversity of cultures represented in the class. The students will research their own cultural backgrounds and plan a cultural festival where the music of each culture from the class will be represented. This lesson could be done in conjunction with a social studies unit. 2. Island Maracas- Students will listen to the folk music of different islands in the Caribbean. After enough study of the instruments and sound of the island folk music, students will design and make their own maracas and perform their own folk song in a group. 3. Rainforest Music- In this lesson, students will explore the music of the indigenous people of the rainforest. They will describe the variety of instruments used and how music is used in the daily lives and compare it to their own. Students will compare and contrast popular music and the music of the rainforest. Students will create a model, using natural materials, of a musical 	<ul style="list-style-type: none"> ⌘ Once students have picked out the music from their own individual culture, they will play the music for the class and give a presentation on how the people of the culture work, play, sing songs, and how music plays a role in that culture. ⌘ Students must identify the key musical elements such as instrumentation, vocal parts, melody, tempo, and dynamics with each folk piece in their music journals. Each music journal entry will be read and graded on their effort, clarity, and well developed ideas. ⌘ Students will be assessed through their presentations on the rainforest. They must be able to describe the instrument they chose to make a model of, and play a musical example of the instrument being used. Also, they must be able to describe the importance of music to the people of the rainforest and how it compares to our culture here in America. 	<ul style="list-style-type: none"> ⌘ http://eduref.org/Virtual/Lessons/Social_Studies/Multicultral_Education/MUL0002 ⌘ http://www.csuchico.edu/~cguenter/FourArts/VA/VAMUIsMaracas.html ⌘ http://alex.state.al.us/lesson_view.php?id=6413

Music Appreciation

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
6.c - Continued	instrument used by the indigenous people of the rainforest. Students will use the gathered information to create a multimedia presentation.		

Music Appreciation

Content Standard 6. Students will listen to, describe, and analyze music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
6.d - Students will demonstrate extensive knowledge of the technical vocabulary of music.	1. Students will compare and contrast two choral works by the same choir; “How Can I Keep From Singing” and “Praise His Holy Name” both recorded by the St. Olaf Choir. Students will use technical terms to illustrate the similarity and differences in vocal production, the outline of the form, and stylistic differences.	⌘ Students will record their thoughts into their music journals and the teacher will read and grade the music journals on clarity, effort, and well developed thought.	⌘ Lesson was developed by the teacher.
	2. Students will compare and contrast two different versions of the same piece sung by two different artists. “Too Dam Hot” by Cole Porter was recorded by many people, but the students will compare and contrast two versions from the Broadway recording of “Kiss Me, Kate,” and Ella Fitzgerald’s recording, using technical terms to illustrate the differences in form, instrumentation, and vocal inflections.	⌘ Students will record their thoughts into their music journals and the teacher will read and grade the music journals on clarity, effort, and well developed thought.	⌘ Lesson was developed by the teacher.
	3. Students will listen to a recording of “Vamudara” an African recreational song, and will use technical terms to describe the instrumentation, expression, and vocal production and sound.	⌘ Students will record their thoughts into their music journals and the teacher will read and grade the music journals on clarity, effort, and well developed thought.	⌘ Lesson was developed by the teacher.

Music Appreciation

Content Standard 6. Students will listen to, describe, and analyze music.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
6.e - Students will identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s and male and female adult voices.	1. What is the Family Name? - In this lesson students will listen to selected solo instruments and place the instrument in its correct family of instruments. Students will also listen to different musical examples that highlight certain instruments and students must identify the instrument and place the instrument in its correct family.	⌘ Student will be assessed through their classroom participation.	⌘ http://www.beaconlearningcenter.com
	2. Exploring the Folk Instruments and Sounds of Kenya and Brazil- Students will explore the cultural sounds and instruments of Kenya and Brazil. They will identify and listen to the most common instruments in the two countries, and will also identify with their singing technique. Students will compare and contrast the folk music of Kenya and Brazil with the folk music of America.	⌘ Students will write a comparative essay between the music of Kenya and Brazil with the music of America. The essay will be graded on accuracy of information, well developed ideas, and proper essay format.	⌘ www.cis.yale.edu
	3. Music from across America- In this lesson students will listen to popular, traditional, and ethnic music from different regions of the US and will identify the instruments and musical styles from each region.	⌘ Students will break into groups and each group will be assigned a different region of the US. Each group will give an oral presentation on the music of their particular region, and share musical examples for each style of music they find.	⌘ http://edsitement.neh.gov

Music Appreciation

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
6.e – Continued	<p>4. Studying choirs- Students will listen to musical examples from several different choirs from all over the world, but especially the US, including the St. Olaf Choir, and The Robert Shaw Chorale. Students will identify how many voice parts the choir is broken up into and there will be a discussion after every example to make a list of the positive elements that the choir performed.</p> <p>5. Listening to jazz- Students will listen to several different examples of different styles of jazz; swing, bebop, Dixieland, Chicago, etc. After each musical example, students will identify the instruments that were being played and they will describe if and how each instrument sounded different than if it were playing a classical style piece.</p> <p>6. Carmina Burana- Students will listen to excerpts of Carmina Burana by Orff and will identify all of the musical instruments that come together with the choir and try to explain why this work is so powerful.</p>	<p>∅ Students will reflect on each choral piece in their music journals which the teacher will read and grade on the basis of effort, clarity, and well developed thoughts.</p> <p>∅ Students will reflect on each choral piece in their music journals which the teacher will read and grade on the basis of effort, clarity, and well developed thoughts.</p> <p>∅ Students will write a reflective essay on Carmina Burana and will identify as many instruments and voice parts as possible. Students will also convey why they believe this work to be so emotionally moving.</p>	<p>∅ Lesson was developed by the teacher.</p> <p>∅ Lesson was developed by the teacher.</p> <p>∅ Lesson was developed by the teacher.</p>

Music Appreciation

Content Standard 7. Students will evaluate music and music performances.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>7.a- Students will evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.</p>	<ol style="list-style-type: none"> 1. Listening to a genre- Students will listen to music of the same genre, such as two marches, two love songs, two jazz pieces, and explain why he/she feels one is more effective than the other using student designed criteria. 2. Listening to music they've never heard- Once a week, students will listen to a piece of music they have never heard before and will critique the composition and/or performance using comparisons drawn from their experience. 3. Amahl and the Night Visitors- Students will take a field trip to see the opera "Amahl and the Night Visitors." Students will critique the performance using established, student devised criteria. 	<ul style="list-style-type: none"> ⌘ Students will enter their thoughts into their music journals and will be evaluated on their effort, clarity, and well developed thought. ⌘ Students will enter their thoughts into their music journals and will be evaluated on their effort, clarity, and well developed thought. ⌘ Students will develop a critique sheet before seeing the performance that will include all of the aspects of the opera that they feel should be evaluated. Students will then fill out the critique sheet and share their answers with the class. Points will be given for participation in class discussions and contribution to the critique sheet 	<ul style="list-style-type: none"> ⌘ Lesson was developed by the teacher with the help of www.ct.ed.gov ⌘ Lesson was developed by the teacher with the help of www.ct.ed.gov ⌘ Lesson was developed by the teacher. Opera will be seen every December at Western Connecticut State University.

Music Appreciation

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
7.a – Continued	<p>4. Reviewing the spring play- Students will attend a performance of the spring play and will write a review of the play as if they were a reviewer from the New York Times.</p> <p>5. Evaluating different arrangements- Students will listen to two different arrangements of the same song and will compare and contrast them. They will also give their view as to which arrangement they enjoyed more and would listen to again.</p> <p>6. Evaluating different arrangements- Students will listen to two different arrangements of the same song and will compare and contrast them. They will also give their view as to which arrangement they enjoyed more and would listen to again.</p>	<p>⊗ Students will be hand in their review and will be graded on clarity, effort, proper grammar and spelling, and well developed opinions.</p> <p>⊗ Students will enter their thoughts into their music journals where they will be evaluated on their effort, clarity, and well developed thoughts.</p> <p>⊗ Students will enter their thoughts into their music journals where they will be evaluated on their effort, clarity, and well developed thoughts.</p>	<p>⊗ Lesson was developed by the teacher.</p> <p>⊗ Lesson was developed by the teacher.</p> <p>⊗ Lesson was developed by the teacher.</p>

Music Appreciation

Content Standard 7. Students will evaluate music and music performances.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
7.b - Students will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.	1. Listening to a genre- Students will listen to music of the same genre, such as two marches, two love songs, two jazz pieces, and explain why he/she feels one is more effective than the other using student designed criteria.	⌘ Students will enter their thoughts into their music journals and will be evaluated on their effort, clarity, and well developed thought.	⌘ Lesson was developed by the teacher with the help of www.ct.ed.gov
	2. Listening to music they've never heard- Once a week, students will listen to a piece of music they have never heard before and will critique the composition and/or performance using comparisons drawn from their experience.	⌘ Students will enter their thoughts into their music journals and will be evaluated on their effort, clarity, and well developed thought.	⌘ Lesson was developed by the teacher with the help of www.ct.ed.gov
	3. Amahl and the Night Visitors- Students will take a field trip to see the opera "Amahl and the Night Visitors." Students will critique the performance using established, student devised criteria.	⌘ Students will develop a critique sheet before seeing the performance that will include all of the aspects of the opera that they feel should be evaluated. Students will then fill out the critique sheet and share their answers with the class. Points will be given for participation in class discussions and contribution to the critique sheet	⌘ Lesson was developed by the teacher. Opera will be seen every December at Western Connecticut State University.

Music Appreciation

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
7.b - Continued	<p>4. Reviewing the spring play- Students will attend a performance of the spring play and will write a review of the play as if they were a reviewer from the New York Times.</p> <p>5. Evaluating different arrangements- Students will listen to two different arrangements of the same song and will compare and contrast them. They will also give their view as to which arrangement they enjoyed more and would listen to again.</p> <p>6. Evaluating different arrangements- Students will listen to two different arrangements of the same song and will compare and contrast them. They will also give their view as to which arrangement they enjoyed more and would listen to again.</p>	<p>⌘ Students will be hand in their review and will be graded on clarity, effort, proper grammar and spelling, and well developed opinions.</p> <p>⌘ Students will enter their thoughts into their music journals where they will be evaluated on their effort, clarity, and well developed thoughts.</p> <p>⌘ Students will enter their thoughts into their music journals where they will be evaluated on their effort, clarity, and well developed thoughts.</p>	<p>⌘ Lesson was developed by the teacher.</p> <p>⌘ Lesson was developed by the teacher.</p> <p>⌘ Lesson was developed by the teacher.</p>

Music Appreciation

Content Standard 8. Students will make connections between music, other disciplines, and daily life.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>8.a - Students will explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples.</p>	<p>1. Aida and its relevance to the world today- This lesson uses the opera <i>Aida</i> and the history of the Middle East and Africa to open discussions about the current crisis in the Middle East. It provides a connection between music (opera), history, and current issues. Additionally, there is a geography lesson on the Middle East and Africa, and a music lesson on operatic voices and the history of opera. Students will develop a definition of opera and operatic voices, students will identify and locate geographical features in North Africa, students will identify issues relating to the Middle East, students will relate the story of Aida to the issues in the Middle East, and students will listen for and identify various singing voices, as it relates to range, timbre, and an interpretation of an operatic role.</p>	<p>⌘ An assessment rubric will be used to evaluate students on their project and performance of a 2-5 min scene from Aida.</p>	<p>⌘ www.artsedge.com</p>

Music Appreciation

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
8.a – Continued	<p>2. Dvorak in America- In this lesson, students will study Antonin Dvorak and his extended stay in America. They will then learn about the impact Dvorak had on American music. They will also examine several musical forms as they explore the music Dvorak composed in America, and complete various music, poetry, and map activities.</p> <p>3. Folk Art as Communication- Humans communicate with one another in a variety of ways, including verbally, kinesthetically, artistically, and literarily. In small groups, students will choose a type of folk art representative of one of these methods of communication, and present their findings in a research paper. The class will then create a multi-arts presentation as they reproduce examples from one of the genres of folk arts. Students will be able to identify the four main elements of folk art (storytelling, visual art, dance, and music), they will be assigned one area to research and present a multi-art presentation on, research how each element was used as a form of communication, and they will write a research paper on one of the elements of folk art.</p>	<p>∅ Teacher will assess student learning with the given Assessment Key.</p> <p>∅ Ask students to write a 300-word essay on what they have learned about the different genres of folk art. In their essays, they should address the particular genres that they researched in their groups, answering the following prompt: "What messages are folk artists trying to communicate through this art form?"</p> <p>∅ Evaluate students' multi-arts presentations on the following criteria:</p> <ul style="list-style-type: none"> *Accuracy in presentation of the art form *Originality and creativity of the presentation *Appropriate incorporation of research materials *Group effort 	<p>∅ www.artsedge.com</p> <p>∅ www.artsedge.com</p>

Music Appreciation

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
8.a – Continued	<p>4. Graham’s <i>Appalachian Spring</i>: Study- Students will examine Appalachian Spring’s story within the framework of the early American frontier, students will explore the relationship between Aaron Copland’s music and the choreographic elements, students will construct an explanation of structural and textural aspects of the choreography, and students will develop a series of written reactions to each objective.</p> <p>5. Learning from Lyrics- Students research contemporary songs (alternative, country, metal, pop, rap, and rock music) to study current social issues. They deliver oral presentations using factual data, graphics, and other media to interpret the song lyrics.</p>	<p>∅ Teacher will used the given assessment rubric to evaluate students on their written responses.</p> <p>∅ Assess the students' work by using the following criteria:</p> <p><i>Design</i></p> <p>Design and present three multimedia projects utilizing popular (or other) music and original artwork. Each song presented must reflect an event, idea, subject person, and/or theme that is included in the 7-12 Social Studies Curriculum.</p> <p><i>Investigate:</i></p> <p>Identify the Social Studies issue/event/person that is addressed in the song. Research and prepare a 10-15 minute lesson in which you describe and explain the topic discussed in the song. (Student will</p>	<p>∅ www.artsedge.com</p> <p>∅ www.artsedge.com</p>

Music Appreciation

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
8.a – Continued		<p>orally present her or his material to the class, thus teaching others.)</p> <p><i>Application:</i></p> <p>Identify three Social Studies Concepts that apply to the issue/event/idea expressed in the song. (Student must explain how/why each concept applies to the topic.)</p> <p><i>Critique:</i></p> <p>Analyze the song to determine the artist's point-of-view regarding the subject addressed in the song. Cite lyrics as evidence to support your finding. (Student must then assess the validity and accuracy of the artist's opinion, utilizing specific facts/data to support his/her conclusion.)</p> <p><i>Invention:</i></p> <p>Design and create an original visual aid that illustrates a central theme of the song. (Students may use any art form or medium to complete this task. The visual aid will be incorporated into the presentation. Student must explain the significance of the work in relation to their song topic.)</p>	

Music Appreciation

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
8.a – Continued	<p>6. Poets Got Them Blues- Students will analyze and interpret blues lyrics, exploring how historical events and social issues shaped songs by W.C. Handy, Skip James, and J.B. Lenoir. Students will identify poetic elements in blues songs, and will draw connections between blues songs and two poems based on blues elements: Langston Hughes's "The Weary Blues" and Kevin Young's "Player Piano." Finally, they will reflect on current social issues and write original poetry based on research.</p> <p>7. Prairie Magic and Territory Folks- Students will identify the key elements of the Broadway musical <i>Oklahoma</i> and compare it to the geographical and historical elements of the Mid-West in Frontier America.</p>	<p>⌘ Assess the students based on the following criteria:</p> <ul style="list-style-type: none"> *identified examples of blues characteristics in works by Hughes and Young *demonstrated understanding through insightful and frequent participation in class discussions *wrote a poem that incorporated three aspects of blues music *use of adequate research in poem about a current social issue <p>⌘ Evaluate students' performance according to the following criteria:</p> <ul style="list-style-type: none"> *level of serious and cooperative participation in research and collaborative assignments *level of discernment in contributions from research and to collaborative work *substantive contributions to class discussion and special projects *range and depth in analysis *organization, meaningful substance, rhetorical skill, and poise in formal oral presentation *alignment of written performance with writing process rubric *willingness to volunteer for special activities *general level of engagement in all activities and assignments 	<p>⌘ www.artsedge.com</p> <p>⌘ www.artsedge.com</p>

Music Appreciation

Content Standard 8. Students will make connections between music, other disciplines, and daily life.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>8.b - Students will compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.</p>	<ol style="list-style-type: none"> 1. Music, culture, and history- Students will study a particular type of music from a given historical period and identify the musical elements that influenced (and vice-versa) the dance of that period. Some examples would be: -Mozart and the minuet -Tchaikovsky and the ballet -Celtic dancing and the development of Riverdance. 2. Music of the 60's- Students will research and study the music and poetry of the 60's and how it reflected the social and political views of the Vietnam War. 3. The Renaissance- Students will research the key elements of the Renaissance and they will choose another art form such as dance, visual art, or theater, and they will write a reflective essay on how art shaped the social and political happenings of this time period. 	<ul style="list-style-type: none"> ⌘ Students will write a dance culture essay for each example of music and dance. The essay will be graded on accuracy of information, effort and clarity, well developed thoughts and proper essay format. ⌘ Students will prepare a presentation on a particular piece of music and a particular piece of poetry from the 1960's. They will compare and contrast the two pieces and show how these two art forms reflected social and political views during this time. ⌘ Students will hand in their completed essay and will be graded on accuracy of information, effort and clarity, well developed thoughts and proper essay format. 	<ul style="list-style-type: none"> ⌘ www.ct.ed.gov ⌘ This lesson was developed by the teacher with the help of www.ct.ed.gov ⌘ This lesson was developed by the teacher with the help of www.ct.ed.gov

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Content Standard 8. Students will make connections between music, other disciplines, and daily life.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>8.c - Students will explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.</p>	<ol style="list-style-type: none"> 1. Music and Math- Every day students will have an opening assignment of music math, in which they will solve a long math problem that is represented with musical notation instead of numbers 2. Science and Music- Students will experiment with pianos to generate various sound wave forms using different pitches and describe the use of overtones in the role of shaping. 3. Physics and Music- Students will demonstrate the physical properties of tone production in string, wind, percussion, and electronic instruments, and the human voice. 4. Program Music- Students will study the instrumental style of program music, where a written piece of literature or a piece of visual art has its story told through instrumental music. Students will try to interpret the story by listening to the music first, and then will read or look at the “program” that the music was based on. 	<ul style="list-style-type: none"> ⌘ Students will hand in their opening music math assignment every day and will be graded from 1-5 points. ⌘ Students will be graded through an evaluation rubric on their participation and effort. ⌘ Students will be graded through an evaluation rubric on their participation and effort. ⌘ Students will be evaluated through the ending activity that will be held at the end of the lesson. 	<ul style="list-style-type: none"> ⌘ Lesson was given to teacher from student teaching mentor. ⌘ www.ct.ed.gov ⌘ www.ct.ed.gov ⌘ This lesson was given to the teacher by a colleague.

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
8.c – Continued	<p>5. Aida and its relevance to the world today- This lesson uses the opera <i>Aida</i> and the history of the Middle East and Africa to open discussions about the current crisis in the Middle East. It provides a connection between music (opera), history, and current issues. Additionally, there is a geography lesson on the Middle East and Africa, and a music lesson on operatic voices and the history of opera. Students will develop a definition of opera and operatic voices, students will identify and locate geographical features in North Africa, students will identify issues relating to the Middle East, students will relate the story of Aida to the issues in the Middle East, and students will listen for and identify various singing voices, as it relates to range, timbre, and an interpretation of an operatic role.</p> <p>6. Poets Got Them Blues- Students will analyze and interpret blues lyrics, exploring how historical events and social issues shaped songs by W.C. Handy, Skip James, and J.B. Lenoir. Students will identify poetic elements in blues songs, and will draw connections between blues songs and two poems based on blues</p>	<p>⌘ An assessment rubric will be used to evaluate students on their project and performance of a 2-5 min scene from Aida.</p> <p>⌘ Assess the students based on the following criteria:</p> <ul style="list-style-type: none"> *identified examples of blues characteristics in works by Hughes and Young *demonstrated understanding through insightful and frequent participation in class discussions *wrote a poem that incorporated 	<p>⌘ www.artsedge.com</p> <p>⌘ www.artsedge.com</p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
8.c - Continued	<p>elements: Langston Hughes's "The Weary Blues" and Kevin Young's "Player Piano." Finally, they will reflect on current social issues and write original poetry based on research.</p> <p>7. Prairie Magic and Territory Folks- Students will identify the key elements of the Broadway musical <i>Oklahoma</i> and compare it to the geographical and historical elements of the Mid-West in Frontier America</p>	<p>three aspects of blues music *use of adequate research in poem about a current social issue</p> <p>∅ Evaluate students' performance according to the following criteria:</p> <ul style="list-style-type: none"> *level of serious and cooperative participation in research and collaborative assignments *level of discernment in contributions from research and to collaborative work *substantive contributions to class discussion and special projects *range and depth in analysis *organization, meaningful substance, rhetorical skill, and poise in formal oral presentation *alignment of written performance with writing process rubric *willingness to volunteer for special activities *general level of engagement in all activities and assignments 	<p>∅ www.artsedge.com</p>

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Content Standard 9. Students will understand music in relation to history and culture.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>9.a - Students will classify music by genre/style and by historical period/culture through aural examples of music and explain their reasoning behind their classification.</p>	<ol style="list-style-type: none"> 1. Music from different eras- Students will research the key elements of the music of the Middle Ages, Renaissance, Baroque, and Classical eras. Once they are familiar with those key elements, they will listen to musical selections from each era and will make an educated guess as to which era the musical selection is from. Students will fill in a given worksheet to classify each musical selection. 2. The different genres of Jazz- Students will understand that jazz has genres within it and will identify the different genres of jazz such as the blues, swing, bebop, ragtime, Dixieland, etc. Students will then listen to musical selections from different genres of jazz and will classify the piece into one of the genres on a given worksheet. 	<p>⌘ Students will be evaluated by their worksheets, which will be weighted as class work.</p> <p>⌘ Students will be evaluated by their worksheets, which will be weighted as class work.</p>	<p>⌘ www.ct.ed.gov</p> <p>⌘ www.ct.ed.gov</p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
9.a - Continued	<p>3. Name that Style- Students will define what a musical style is. Then, they will brainstorm and make a list of 10 musical styles that they can think of. A master list will be put on the board. The teacher will then play pieces of music from all different styles and students will match the piece with its correct style. A class discussion will follow to discuss why students thought each piece belonged in a certain style.</p> <p>4. Music from around the world- Students will be assigned a different country from around the world. Students must research the music from this country; define its key elements, and how music affects daily life. Students must also find musical examples from their country to bring in to share with the class. Students will prepare a presentation in which they will give clues about which country they are presenting and play the musical example and the other students will have to make an educated guess as to which country they are presenting.</p>	<p>⌘ Students will be assessed through participating in the class discussion.</p> <p>⌘ Students will be assessed through their presentation; accuracy of information, clarity of presenting the information, and appropriate musical examples.</p>	<p>⌘ www.lessonplanspage.com</p> <p>⌘ Lesson was developed by the teacher.</p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>9.b- Students will describe distinguishing characteristics of representative music genres and styles from variety of cultures.</p>	<ol style="list-style-type: none"> 1. Songs from Ghana and Zimbabwe- Students will identify several different musical styles from Ghana and Zimbabwe such as Game Songs, Story songs, and Recreational Songs. Students will learn and perform several examples of each. 2. Styles and cultures within our own- Students will study different regions of the United States and the music that comes from each such as spirituals from the south, Dixieland from New Orleans, Bluegrass from the Mid-West, Chicago Jazz, etc. Students will research the different cultures within the United States and give presentations on one area of the country. 3. Global Harmony- In this lesson, students listen to world music samples and try to identify the countries of origin. Then they work in small groups to design an online "world music café." For homework, they draw on their group's ideas to create sample home pages. 	<ul style="list-style-type: none"> ⌘ Students will be evaluated through an assessment rubric that will evaluate their participation and effort in performing the different African songs. ⌘ Students will be evaluated through their presentations on accuracy and clarity of information, appropriate musical examples, and effort. ⌘ Students will be evaluated through their effort on designing their home page for the world music café. 	<ul style="list-style-type: none"> ⌘ <i>Let Your Voice Be Heard</i> ⌘ Lesson was developed by the teacher. Students will use the internet and I-tunes to gather music and informational materials. ⌘ www.nytimes.com/learning/teachers/

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<p>9.c- Students will classify, by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary (that is, high quality and characteristic) musical works, and explain the characteristics that cause each work to be considered exemplary.</p>	<ol style="list-style-type: none"> 1. Carmina Burana- Students will listen to excerpts from Orff’s Carmina Burana and identify why they believe this to be an extreme work for choir and orchestra. 2. Rhapsody in Blue- Students will listen to Gershwin’s Rhapsody in Blue and will identify the elements that make the work a concerto, and an exemplary work for jazz orchestra. 3. Madame Butterfly- Students will watch excerpts from the opera Madame Butterfly and will identify the elements that make this opera one that is exemplary. 	<ul style="list-style-type: none"> ⌘ Students will record their reactions in their music journals and will be evaluated on effort, clarity, and well developed thought. ⌘ Students will record their reactions in their music journals and will be evaluated on effort, clarity, and well developed thought. ⌘ Students will record their reactions in their music journals and will be evaluated on effort, clarity, and well developed thought. 	<ul style="list-style-type: none"> ⌘ Lesson was developed by the teacher. Recording of Carmina Burana by WCSU Concert Choir and Wind Ensemble. ⌘ Lesson was developed by the teacher. Recording was downloaded from I-tunes. ⌘ Lesson was developed by the teacher.

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>9.d - Students will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.</p>	<ol style="list-style-type: none"> 1. Big Band- Students will be given a big band composition and will trace the evolution of that song through the various jazz styles. Students will create a poster that will web where the song began and how it evolved through jazz 2. Patrons of Europe and today's musicians- Student will study the musicians and composers of the pre-Baroque era Europe and come to find how musicians were servants for their patrons or the church. The students will compare and contrast these musicians with the musicians in American culture today. Students will complete a comparative essay on the two types of musicians. 3. Stephen Foster- Students will trace the beginning of popular music in America with the music of Stephen Foster. They will identify his most well-known pieces and complete a worksheet on his career as a composer. 	<ul style="list-style-type: none"> ⌘ Students will be assessed on their posters. They will be assessed on their accuracy of information, clarity and effort, and creativity of the poster. ⌘ Students will be assessed on their comparative essays. They will be evaluated on accuracy of information, a strong comparison, and proper essay format. ⌘ Students will be evaluated on the completed worksheet. The worksheet will be weighted as class work. 	<ul style="list-style-type: none"> ⌘ <i>www.ct.ed.gov</i> ⌘ <i>www.ct.ed.gov</i> ⌘ <i>American Popular Music</i> pgs. 1-2

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
9.d – Continued	<p>4. The roots of jazz- Students will trace the beginning of jazz back to the time of slavery when slaves would sing the blues out in the fields. Students will then trace the evolution of jazz and how it branched off into many different genres. Students will complete a worksheet on every genre of jazz.</p> <p>5. Musical Theater- Students will trace the roots of musical theater from European opera to Gershwin and Porter and beyond. They will identify the different genres of musical theater that have developed over the past and where musical theater is today. Students will complete reflective worksheets on the evolution of American Musical Theater.</p> <p>6. Folk music- Students will define folk music and describe folk music in America. They will also trace the history of folk music to its roots and from where in the world it was influenced.</p>	<p>⌘ Students will be evaluated on the completed worksheet. The worksheet will be weighted as class work.</p> <p>⌘ Students will be evaluated on the completed worksheet. The worksheet will be weighted as class work.</p> <p>⌘ Students will be evaluated on the completed worksheet. The worksheet will be weighted as class work.</p>	<p>⌘ <i>American Popular Music</i> The Blues pgs. 3-4 Ragtime pgs. 5-7 Dixieland Jazz pgs. 8-10 Chicago Jazz pgs. 11-12 Gershwin pgs. 13-15 Swing pgs. 16-17</p> <p>⌘ <i>American Popular Music</i> Pgs. 18-20</p> <p>⌘ <i>American Popular Music</i> Pgs. 21-23</p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
9.d - Continued	<p>7. Country Western Music- Students will define country music and describe where country got its roots. Students will also identify its evolution in America and what place it holds in our culture today. Students will complete a worksheet on the history of country music.</p> <p>8. Rock and roll- Students will trace the evolution of rock and roll in America through Elvis, the Beatles, and other rock bands of the 60's and beyond. Students will complete worksheets on the history of rock and roll.</p>	<p>⌘ Students will be evaluated on the completed worksheet. The worksheet will be weighted as class work.</p> <p>⌘ Students will be evaluated on the completed worksheets. The worksheets will be weighted as class work.</p>	<p>⌘ <i>American Popular Music</i> Pgs. 24-25</p> <p>⌘ <i>American Popular Music</i> Elvis pgs. 33-34 Motown pgs. 35-36 The Beatles pgs. 37-39 The Sixties pgs. 43-44 Woodstock pgs. 45-46 Disco and Funk 47-48 Punk Music pgs. 52-53</p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>9.e- Students will identify various uses of music in their daily experiences and describe characteristics that make music suitable for each use.</p>	<ol style="list-style-type: none"> 1. Soundtrack your life- Students will create their own soundtrack. They will break apart their day into their routine events and represent each event with a song that they think depicts that event the best. Students will use I-tunes to download the music for their soundtrack and will create their own cover for their soundtrack as well. 2. Love Songs- Students will identify how the subject of love is expressed in music and that its three main messages are lost love, searching for love, and celebrating love. Students will listen to several musical examples and categorize each love song into one of the three categories and explain why. 3. Religious Music- Students will listen to music from several different religions and compare and contrast the importance of music in each type of religious service. 	<ul style="list-style-type: none"> ⌘ Students will be graded on their completed soundtrack; their effort and creativity being the main components. ⌘ Students will compare their answers with other classmates in a classroom discussion. ⌘ Students will record their reactions in their music journals where they will be graded on their effort, clarity, and well developed thought. 	<ul style="list-style-type: none"> ⌘ Lesson was given to teacher from her student teaching mentor. ⌘ <i>Music! Its Role and Importance in Our Lives</i> Teacher’s Edition- Pgs. 155-156. Listening resources downloaded from I-tunes. ⌘ <i>Music! It’s Role and Importance in Our Lives</i> Teacher’s Edition Ch. 12

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
9.e - Continued	<p>4. The Music of Celebration- Students will listen to several musical examples and will identify what kind of celebration the piece of music is linked to.</p> <ul style="list-style-type: none"> - The Star-Spangled Banner- any type of patriotic holiday - Happy Birthday- a loved one's birthday - Auld Lang Syne- New Years Celebration - Pomp and Circumstance- Graduation ceremonies - Canon in D- Weddings <p>5. Condolences in Death- Students will share how they feel music can console a person when grieved by death. The students will express their reactions when the teacher plays the Ave Maria and Taps. Students will then study a New Orleans funeral parade and discuss how they feel about playing joyful music during a funeral march. Students will react in their music journals.</p>	<p>⌘ Students will receive credit for participating in the class discussion in which the class will identify what type of celebration a particular piece comes from.</p> <p>⌘ Students will react to the New Orleans funeral march in their music journals where they will be given credit for their effort, clarity, and well developed thoughts. Students will also receive credit for participating in class discussions.</p>	<p>⌘ <i>Music! It's Role and Importance in Our Lives</i> Teacher's Edition Ch. 13</p> <p>⌘ <i>Music! It's Role and Importance in Our Lives</i> Teacher's Edition Ch. 14</p>