Grades 9-12 Visual & Performing Arts
Beginning Choir

Perceiving/Knowing/Creating

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

The Celebration of the Christian Mystery

Students will be able to

7. Comprehend that the musical tradition of the universal Church is a treasure of great value (CCC 1156).

Christian Prayer

Students will be able to

1. Practice Christian prayer, which is a covenant relationship between God and man in Christ (CCC 2564).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Music (2012)

Music- Level I

Perceiving/Knowing/Creating (CE)

1CE Define vocabulary in all rehearsed and performed music.

2CE Identify musical terms and symbols for articulation and expression.

3CE Recognize and describe the elements of music.

4CE Listen to and compare various musical styles from the United States, other cultures and historical periods.

5CE Identify musical forms used in vocal and instrumental genres from various historical periods.

6CE Identify the social contexts from which music of various cultures evolved.

7CE Identify aurally basic harmonic progressions in selected repertoire.

8CE Explain the role of technology in researching, creating, performing and listening to music.

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

Students enrolled in this performing ensemble will use the elements of music, as well as historical, social, and cultural contexts, to accurately create music.

Unit Goals

1. The students will understand and apply the creative process.

Big Ideas

1. Creative Process

Enduring Understandings

1. Technology can be the catalyst that alters the way music is created.
2. The creative process is essential to human expression.

Content

Level I:

* vocabulary from repertoire
* music terms and symbols
* elements of music
* various musical styles
* musical forms
* evolution of music in relation to social contexts
* basic harmonic progressions
* music technology roles

Skills

Level I:

1. Define vocabulary from repertoire.
2. Identify music terms and symbols.
3. Recognize and describe elements of music.
4. Listen to and compare various musical styles.
5. Identify musical forms.
6. Identify evolution of music in relation to social contexts.
7. Identify basic harmonic progression.
8. Explain music technology roles.

Essential Questions

1. How has technology changed the way music is created?
2. Why do people create music?
3. Why is the creative process essential to the human condition?

Stage 2: Assessment Evidence

Ensemble Sight Reading

Formative: Music Comprehension

Students are assessed when they volunteer or are selected to perform in a small group for the ensemble.

Individual Sight Reading

Formative: Music Comprehension

Students are required to complete 5 lines of individual sight reading each quarter for the teacher during the first five or last five minutes of class. Students are provided verbal feedback upon completion. Lines that are mostly correct or higher are "checked off" (and student is assigned the next line); lines that are mostly incorrect or lower are reassigned until correct.

Concert Program Notes

Summative: Writing Assignment

Students are assessed individually on accurate research and writing of program notes for one piece related to the ensemble repertoire.

Warm-Up Creation/Modification & Implementation

Formative: Project

Students will be verbally assessed.

Composing Project

Summative: Written Assessment

Students will be assessed on accurate application of theory concepts learned in the course.

Stage 3: Learning Plan

Learning Experiences

1. Drill & Practice Ensemble Sight Reading: Students will sing or play beginner level of sight-reading material. Level I students will write in rhythms/solfege as necessary. For individual assessment, student could volunteer or be selected to perform in small groups after 2-3 repetitions of the sight-reading example.
2. Drill & Practice Individual Sight Reading: Following a diagnostic sight-reading test, each student is given a worksheet with sight-reading examples at his or her level. Students are required to complete 5 lines of individual sight reading each quarter for the teacher during the first five or last five minutes of class.
3. Writing Concert Program Notes: Students will individually research and write program notes for one piece related to the ensemble repertoire. Exemplary works may be used for the concert program for the ensemble performance.
4. Guided & Shared Warm-Up Creation/Modification & Implementation: Students will individually create or modify an existing warm-up for the ensemble and explain what element(s) of music are addressed in this warm-up. Students may be invited to conduct the warm-up with the ensemble.
5. Musical Composition Project: Students will compose a simple melody with teacher-provided parameters for the appropriate theory level. Compositions will reflect sight-reading skills learned at the student's individual level.

Technology Integration

* Recording equipment
* Listening stations
* Microsoft Word
* Composition software
* MIDI capable workstations

Resources

* Setting up a High School Recording Studio (<http://learningideasnz.com/2015/02/02/setting-up-a-high-school-recording-studio/>)

Resources

1. *Sight Singing Books I/II*, Nancy Telfer (beginner/intermediate sight-singing)

Resources

* Sight Reading Factory: Unlimited Exercises for Sight Reading Sight Singing (<https://sightreadingfactory.com/>)

Grades 9-12 Visual & Performing Arts
Beginning Choir

Producing/Performing

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

8. Understand that the world was made for the glory of God, the Creator of all things (CCC 290; 293).

Life in Christ

Students will be able to

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

The Celebration of the Christian Mystery

Students will be able to

7. Comprehend that the musical tradition of the universal Church is a treasure of great value (CCC 1156).

Christian Prayer

Students will be able to

1. Practice Christian prayer, which is a covenant relationship between God and man in Christ (CCC 2564).

Targeted Standards

OH Grade 9-12 OH: Fine Arts - Music (2012)

Music- Level I

Producing/Performing (PR)

1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.

2PR Prepare and accurately perform a varied repertoire of ensemble music.

3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.

4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.

5PR Respond appropriately to the cues of the conductor or section leader.

6PR Improvise over drones or simple chord progressions.

7PR Incorporate technology and media arts in performing or recording music.

8PR Compose and notate a simple melody as well as a melodic variation using traditional or digital media.

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

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8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

Students enrolled in this performing ensemble will understand the value of performance and develop and demonstrate music skills with a high degree of musicality at performances.

Unit Goals

1. The students will understand that music performance skills can be developed and improved through focused and accurate practice.
2. The students will understand that in order to perform with a high degree of musicality, they must apply music skills at a mastery level.
3. The students will understand the value of performance.

Big Ideas

Performance experience

Enduring Understandings

1. Music performance skills can be developed and improved through focused and accurate practice.
2. To perform with a high degree of musicality, one must apply music skills at a mastery level.
3. To fully understand the value of performance, one must attend and participate at all required performances.

Content

**Level I:**

1. diverse genre and cultural repertoire
2. beginning level sight-reading
3. technique, tone quality, articulation, intonation, expression, good posture and breath control
4. conducting cues
5. beginning level improvisation
6. technology and media arts
7. notation and melodic variation

Skills

**Level I:**

1. Perform various repertoire.
2. Prepare varied repertoire.
3. Sight read.
4. Demonstrate proper technique.
5. Respond to conducting cues.
6. Improvise.
7. Incorporate technology and media arts.
8. Compose and notate a simple melody and melodic variation.

Essential Questions

1. How are music skills used to perform with a high degree of musicality?
2. Why is there value in performing music?

Stage 2: Assessment Evidence

Ensemble Performance

Summative: Performance

Students' development of ensemble skills will be assessed through the ensemble performance of a body of appropriate repertoire.

Small Group/Individual Performance

Summative: Aural Assessment

Individual student's development of ensemble skills will be assessed through individual/small group performance of a body of appropriate repertoire.

Ensemble Rehearsal

Formative: Aural Assessment

Students will be aurally and visually assessed and given verbal feedback while rehearsing.

Rehearsal Self-Assessment

Formative: Self Assessment

Students will self-assess by listening to an individual recording with emphasis on their ability to accurately model specific criteria. Recordings could be a specific selection from their repertoire. Students could provide an "exit slip" with information indicating their progress of a specific skill.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Ensemble Performance (B, C, O): Students will sing or play various repertoire with a high degree of musicality, including demonstrating proper technique, responding to cues, and appropriate ensemble skills. Students will be provided appropriate written feedback to their level and situation.
2. Small Group/Individual Performance (B, C, O): As an individual or small group, students will sing or play various repertoire with a high degree of musicality, including demonstrating proper technique, responding to cues, and using appropriate ensemble skills. Students will be provided appropriate written feedback to their level and situation.
3. Ensemble Rehearsal (B, C, O): Students will sing or play various repertoire with a high degree of musicality, including demonstrating proper technique, responding to cues, and using appropriate ensemble skills. Students will be provided appropriate verbal feedback to their level and situation.
4. Ensemble Rehearsal and Self-Assessment (B, C, O): Students will sing or play various repertoire with a high degree of musicality, including demonstrating proper technique, responding to cues, and using appropriate ensemble skills. Student will self-assess with guidance from the teacher.

Technology Integration

1. Recording media
2. Music editing and producing software
3. Music work station
4. Composition software

Resources

* Beginner's Guide To Music Production (Part 1) Equipment (<http://www.rhythmcreation.com/2007/12/18/beginners-guide-to-music-production-part-1-equipment>)

Resources

*Curriculum Writing 101* by Denese D. Odegaard

Resources

* IMSLP Petrucci Music Library (Canadian Public Domain) (<http://imslp.org/wiki/Main_Page>)

Grades 9-12 Visual & Performing Arts
Beginning Choir

Responding/Reflecting

Stage 1: Desired Results

Catholic Standards

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Life in Christ

Students will be able to

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Targeted Standards

OH Grade 9-12 OH: Fine Arts - Music (2012)

Music- Level I

Responding/Reflecting (RE)

1RE Identify assessment practices that can help demonstrate their learning and progress made in music.

2RE Respond to aesthetic qualities of a performance using music terminology.

3RE Examine how people from different backgrounds and cultures use and respond to music.

4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.

5RE Describe the impact of music technology and innovation upon music careers.

6RE Investigate the ethical and legal issues surrounding the access and use of musical works (e.g., audio and video recordings, printed and digital sheet music).

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

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8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

Students enrolled in this performing ensemble will use the elements of music and proper technique concepts to critically analyze and respond to the aesthetic impact of musical performances.

Unit Goals

1. The students will understand how to critically analyze music.
2. The students will understand the aesthetic impact of music.

Big Ideas

1. Critical analysis
2. Aesthetic impact

Enduring Understandings

1. There are standards by which music is judged.
2. Music evokes an emotional response.
3. Culture influences music; music influences culture.

Content

Level I:

1. assessment practices
2. aesthetic qualities of a performance
3. music terminology
4. cultural responses to music
5. elements of music and expression
6. music technology and music careers
7. ethical and legal issues in music

Skills

Level I:

1. Identify assessments that demonstrate music learning.
2. Respond to performances.
3. Examine and respond to music.
4. Evaluate music elements in relation to expression.
5. Describe music technology.
6. Investigate ethical and legal issues in music.

Essential Questions

1. What are the qualities of good music?
2. How do the elements of music affect aesthetic impact?
3. How does the human condition influence the way we perceive music?

Stage 2: Assessment Evidence

Listening Library

Formative: Listening Task

Students will be assessed as they collect and write about the music they enter into their listening library.

Small Group Critique

Formative: Aural Assessment

Students will be visually and aurally assessed by peers as they perform repertoire in small groups.

Concert Critique

Formative: Reflective Writing

Students will be assessed on their feedback of their ensemble's concert performance and their written and verbal responses in class discussion.

Music Career Options

Summative: Written Assessment

Students will be assessed on accurate job description information and resume format and content.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Guided & Shared Listening Library: Students will be given artist and composer suggestions to create and archive a personal music library. The music examples should contain quality aural examples for student modeling and aural concepts as discussed in class. The students will then keep a listening journal for the library they have created and respond to the music objectively throughout the year in journal entries.
2. Think, Pair, Share Small Group Critique: Students in small ensembles will perform selected repertoire in front of the full ensemble. Students not performing will complete critique forms provided by the teacher. Following the performance, students will share their thoughts from two categories with a partner, then discuss and compare critique sheet comments as a class. Following discussion, the small ensemble could implement suggestions and perform again.
3. Reflective Discussion on Concert Critique: Students will watch their ensemble's concert performance and write responses on a critique sheet. Following their written responses, students will participate in a reflective discussion with the entire class to identify areas of improvement and strengths.
4. Research Project on Music Career Options (GRASPS): Students will pick a career in the arts and write a paragraph describing the job (including salary range, education/experience/skill requirements, and job responsibilities). Students will also create a personal resume (like a portfolio) highlighting performing experiences that relate to the job description.

Technology Integration

1. Music library media to build personal library
2. Online resources to supplement coursework
3. Listening library
4. Digital scores
5. Recording media or equipment
6. Recordings of formal and informal performances

Resources

* Choral Public Domain Library (Free Scores) (<http://www3.cpdl.org/wiki/index.php/Main_Page>)