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| Planned Course: General Music | Course Number: | Department: Music | |
| Unit: Describing the Music You Hear | Grade Level: 7 | | |
| Estimated Time: 5 Days | Level/Track: All | Date Approved: 9/20/04 | |
| Academic Standards | Skills/Knowledge | Activities | Assessment |

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| <p>9.3.8 Critical Response</p> <p>B. Analyze and interpret specific characteristics of works in the arts within each art form.</p> <p>E. Interpret and use various types of critical analysis in the arts and humanities.</p> | <p>The student will be able to describe specific music events in a given aural example, using appropriate terminology.</p> | <ul style="list-style-type: none"> Students will prepare and present an aural report on any musical event of their choosing | <ul style="list-style-type: none"> Teacher observation Grade on report |
| <p>9.2.8 Historical and Cultural Contexts</p> <p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</p> <p>9.3.8 Critical Response</p> <p>B. Analyze and interpret specific characteristics of works in the arts within each art form.</p> <p>E. Interpret and use various types of critical analysis in the arts and humanities.</p> | <p>The student will be able to analyze the uses of elements of music in aural examples representing diverse genres and cultures.</p> | <ul style="list-style-type: none"> In the aural report the students will analyze different elements (pitch, rhythm, dynamics, tempo, articulation and expression) in the music | <ul style="list-style-type: none"> Teacher Observation Grade on Report |
| <p>9.3.8 Critical Response</p> <p>D. Evaluate works in the arts and humanities using a complex vocabulary of</p> | <p>The student will be able to demonstrate knowledge of the basic principals of meter, rhythm, tonality, and intervals in his/her analyses of music.</p> | <ul style="list-style-type: none"> In the aural report the students will demonstrate their knowledge of meter, rhythm, tonality, and intervals in their analyses | <ul style="list-style-type: none"> Teacher Observation Grade on Report |

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| critical response. | | of their chosen time period | |
| <p>9.3.8 Critical Response</p> <p>A. Know and use the critical process of the examination of works in the arts and humanities.</p> <p>B. Analyze and interpret specific characteristics of works in the arts within each art form.</p> <p>D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> | <p>The student will be able to develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in his/her personal listening and performing.</p> | <ul style="list-style-type: none"> • After discussing what constitutes a superior performance the students listen to two different recordings of the same piece of music • Students critique the quality and effectiveness of the musical performances | <ul style="list-style-type: none"> • Teacher Observation • Quiz or test |
| <p>9.3.8 Critical Response</p> <p>A. Know and use the critical process of the examination of works in the arts and humanities.</p> <p>B. Analyze and interpret specific characteristics of works in the arts within each art form.</p> <p>D. Evaluate works in the arts and humanities using a complex vocabulary of</p> | <p>The student will be able to evaluate the quality and effectiveness of others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.</p> | <ul style="list-style-type: none"> • The class will analyze the quality and effectiveness of the music performances in musical terms | <ul style="list-style-type: none"> • Teacher observation • Quiz or test |

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| critical response. | | | |
| <p>9.2.8 Historical and Cultural Contexts</p> <p>A. Explain the historical, cultural and social context of an individual work in the arts.</p> <p>9.4.8 Aesthetic Response</p> <p>B. Compare and contrast informed individual opinions about the meaning of works in the arts to others.</p> <p>D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.</p> | <p>The student will be able to compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.</p> | <ul style="list-style-type: none"> • Students write a short story with descriptive images based on the use of melodic movement and other expressive devices, such as instrumentation, dynamics, repetition and contrast | <ul style="list-style-type: none"> • Teacher observation • Quiz or Test • Student's Story |

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| <p>9.2.8 Historical and Cultural Contexts</p> <p>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p> <p>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> | <p>The student will be able to describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.</p> | <ul style="list-style-type: none"> • Compare the subject of music with other subject areas such as Math, Science, History, Physical Education and Art • Students will identify careers that combine music and the above disciplines | <ul style="list-style-type: none"> • Teacher observation • Career Chart • Quiz or test |
| <p>9.2.8 Historical and Cultural Contexts</p> <p>A. Explain the historical, cultural and social context of an individual work in the arts.</p> <p>B. Relate the works in the arts chronologically to historical events.</p> <p>C. Relate works in the arts to varying styles and genre and to the periods in which they were created.</p> <p>D. Analyze a work of art from</p> | <p>The student will be able to 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> | <ul style="list-style-type: none"> • Students will be introduced to two or three musical compositions such as: <i>J. S. Bach's Fugue in G Minor</i>, <i>Mozart's Symphony #40</i>, <i>Grieg's In the Hall of the Mountain King</i>, and <i>Stravinsky's Firebird Finale</i> • Students write a brief description of each piece • Write starter ideas on board: <i>faster, stately, more notes, melody in the bass, full orchestra, chorale theme, major, minor, louder, softer, small portion of the melody, etc.</i> | <ul style="list-style-type: none"> • Teacher observation • Quiz or test |

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| <p>its historical and cultural perspective.</p> <p>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p> | | | |
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