

Unit Length Weeks	9 weeks	9 weeks	9 weeks	9 weeks
Unit Name	Ensemble...where everyone is most important SOI: Contributing/equal members of a performing ensemble communicate, express and present accurate knowledge of musical elements.	Music Interpretation SOI: Personal and cultural expressions allow interpretation of the music's aesthetic and role in a performance.	What Would You Say? SOI: Communicating perspectives of music education through personal expression to a larger audience increases involvement in choir.	Movement and Music-Getting It Together SOI: Interpretation of the music, with a particular audience in mind, requires identification of the genre and style chosen.
Standard	I. Expression of music 1. Perform music in three or more parts accurately and expressively at a minimal level of level 1 to 2 on the difficulty rating scale. 2. Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member. 3. Demonstrate understanding of modalities. IV. Aesthetic Valuation of Music 1. Analysis, through compare and contrast, of music performances and compositions using detailed criteria and vocabulary. 2. Articulation and analysis of individual experiences in music.	I. Expression of music 1. Perform music in three or more parts accurately and expressively at a minimal level of level 1 to 2 on the difficulty rating scale. 2. Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member. 3. Demonstrate understanding of modalities III. Theory of Music 1. Identification, and rhythmic demonstration of, multiple and changing meter signatures in music. 2. Notation of level 1 compositions using the appropriate clef for instrument and/or voice. 3. Analysis of musical elements in a level 1 composition or performance.	I. Expression of Music 1. Perform music in three or more parts accurately and expressively at a minimal level of level 1 to 2 on the difficulty rating scale. 2. Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member. 3. Demonstrate understanding of modalities IV. Aesthetic Valuation of Music Analysis, through compare and contrast, of music performances and compositions using detailed criteria and vocabulary. Articulation and analysis of individual experiences in music.	II. Creation of Music 1. Sequence four to eight measures of music melodically and rhythmically. 2. Improvise short melodic phrases over accompaniment.
Key Concepts	Aesthetic, Communication Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature. In the arts, the concept of aesthetics is perceived differently around the world and across cultures. Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses. Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal). Communication is often regarded in the arts as a message between the artist and an audience, or between performers. Without intended communication the arts become solely self-expressive.	Change, Aesthetic Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences. Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature. In the arts, the concept of aesthetics is perceived differently around the world and across cultures. Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.	Communication Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal). Communication is often regarded in the arts as a message between the artist and an audience, or between performers. Without intended communication the arts become solely self-expressive.	Identity Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences. In the arts we often explore the self and self-discovery through the concept of identity; however, identity may also refer to the identity of a genre, style, movement, particular artist or place.

Related Concepts	<p>Presentation, expression</p> <p>Presentation is the choice of performance space that contributes to audience understanding of the meaning or purpose of the art piece.</p> <p>Expression is the representation of feelings and emotions, ideas, thoughts, beliefs, values and opinions in the process of visual or physical articulation. It can include signs, symbols, semiotics or any other imagery to capture the artist intention. It is something you do, create or play that shows what you think or feel. Expression facilitates the communication of an idea.</p>	<p>Interpretation: The understanding of experiences and events mainly through the reference frame of our own reality and contexts. The understanding of the meaning of an artist's creative work and artistic expressions.</p> <p>Role: The development, adoption and portrayal of a character. The performer has to consider how to communicate the character's psychology, emotions and physicality. This is concerned with examining situations, issues, concepts and texts from the perspective of a role. Different approaches, ideas and texts can be used to create and portray a character.</p>	<p>Presentation is the choice of performance space that contributes to audience's understanding of the meaning or purpose of the art piece.</p> <p>Audience: An individual or group who receive and/or respond to arts. Addressing this concept includes examining strategies for engaging audience, different types of audiences and how the audience–artist relationship affects and influences the arts.</p>	<p>Audience: An individual or group who receive and/or respond to arts. Addressing this concept includes examining strategies for engaging audience, different types of audiences and how the audience–artist relationship affects and influences the arts.</p> <p>Interpretation: The understanding of experiences and events mainly through the reference frame of our own reality and contexts. The understanding of the meaning of an artist's creative work and artistic expressions. An artist's distinctive personal version expressed by stylistic individuality.</p>
Global Context	<p>Identities and Relationships Who am I? Who are we?</p> <p>Students will explore identity, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p> <p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Competition and cooperation; teams, affiliation and leadership • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Physical, psychological and social development; transitions; health and well-being; lifestyle choices • Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind 	<p>Personal and cultural expression: What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Artistry, craft, creation, beauty • Products, systems and institutions • Social constructions of reality; philosophies and ways of life; belief systems; ritual and play • Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • Metacognition and abstract thinking • Entrepreneurship, practice and competency 	<p>Personal and cultural expression: What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Artistry, craft, creation, beauty • Products, systems and institutions • Social constructions of reality; philosophies and ways of life; belief systems; ritual and play • Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • Metacognition and abstract thinking • Entrepreneurship, practice and competency 	<p>Personal and cultural expression: What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Artistry, craft, creation, beauty • Products, systems and institutions • Social constructions of reality; philosophies and ways of life; belief systems; ritual and play • Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • Metacognition and abstract thinking • Entrepreneurship, practice and competency
Criterion objective s/strand assessment task	<p>A. Using knowledge (adequate level)</p> <p>i. demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>ii. demonstrate awareness of the relationship between the art form and its context</p> <p>iii. demonstrate awareness of the links between the knowledge acquired and artwork created.</p> <p>D. Responding (adequate level)</p> <p>i. identify an artistic intention</p> <p>ii. identify alternatives and perspectives</p> <p>iii. demonstrate the exploration of ideas.</p>	<p>(adequate to substantial level)</p> <p>B. Developing skills:</p> <p>To demonstrate the acquisition and development of the vocal skills and techniques of the music piece studied.</p> <p>To demonstrate the application of skills and techniques to create, perform and/or present music.</p>	<p>(adequate to substantial)</p> <p>C. Thinking creatively:</p> <p>Students should be able to: i. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-thinking behaviors iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p> <p>As a developing musician, students must decide the artistic intention of the project. In order to be successful, students must decide what music is needed, the audience's needs, how to work as a team, proper research techniques, definitions of "advocacy" and navigate the technology demands. Students will collaborate, in teacher-selected groups, to decide the entire project outcomes. Students must be able to record their choices in the process journal and keep track of the steps involved in the process.</p>	<p>(adequate to substantial)</p> <p>C. Thinking creatively:</p> <p>Students should be able to: i. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-thinking behaviors iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p> <p>As a developing musician, students must decide the artistic intention of each piece then create movement to reflect it. In order to be successful, students must decide if the music needs structured or improvised movement (based on prior knowledge) then create it. Students will collaborate, in small and large groups, to decide what movements are suitable for at least two different types of music. Students must be able to defend their choices based upon knowledge of the musical styles.</p>

ATL Skill	Communication: Listen actively and endorse the views or opinions of others	Thinking: Map the creative thought process in the arts process journal to generate new ideas and questions.	Communication Skills-- Listen actively and endorse the views or opinions of others. Social: Work collaboratively in a production team with assigned roles and responsibilities.	Social: Work collaboratively in a production team with assigned roles and responsibilities. Research: Create mood boards, sketches and/or storyboards, which translate an idea to practice.
LDC Unit? Yes or No Type of Writing (paragraph, essay, etc.)	No	No	No (possibly)	No