

Middle School Choral Music Curriculum Example

Standard 3: Responding – Understanding and evaluating how the arts convey meaning.

Process Component 1: Select – Choose music appropriate for a specific purpose or context.

Enduring Understanding: Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes. **Essential Question:** How do individuals choose music to experience?

Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
<p>The Student Will: Re.1 A. Explain reasons for selecting music citing characteristics found in the music, connection to interest, purpose, and context.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> Identify various musical genres and styles Classify examples of music by genre, style, historical period, and/or culture and explain the reasoning behind the classification. Compare and contrast musical selections from a variety of genre, styles, historical periods and culture and describe the critical characteristics that make the selections similar or different. Explain the personal preferences that impact an individual’s selection of music. 	<p>The Teacher Will:</p> <ul style="list-style-type: none"> Model and provide guided practice with appropriate listening examples (various genres, styles, historical periods, and cultures) Use graphic organizers to: <ul style="list-style-type: none"> Compare and contrast List critical characteristics of selected music Utilize writing on demand – journal, reflection, persuasive writing, etc. 	<p>Assessments</p> <ul style="list-style-type: none"> Rubric Written/Oral Self-Reflection Journal Rank musical selections based upon criteria <p>Resources</p> <ul style="list-style-type: none"> Library of listening selections (CD, free on-line radio, YouTube etc.) “Word Bank” of terms and concepts to use with evaluations

Process Component 2: Analyze – Analyze how the structure and context of varied musical works inform the response.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. **Essential Question:** How does understanding the structure and context of music inform a response?

Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
<p>The Student Will: Re.2 A. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. B. Describe how understanding context and the way the elements of music are manipulated inform the response to music.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> Identify examples of various musical elements and organizational principles (such as unity and variety or repetition and contrast) when presented aurally and visually. Analyze, describe, and compare the use of musical elements and organizational principles from a variety of historical eras, cultures, and contexts. 	<p>The Teacher Will:</p> <ul style="list-style-type: none"> Model and provide guided practice with analyzing appropriate listening examples (various genres, styles, historical periods, and cultures) Use graphic organizers to: <ul style="list-style-type: none"> Compare and contrast List and describe various musical elements, and organizational structures. Utilize writing on demand – journal, reflection, persuasive writing, critique, etc. 	<p>Assessments</p> <ul style="list-style-type: none"> Written/Oral Analysis Written/Oral Self-Reflection Journal Critique Create a visual representation of the context of selected musical examples <p>Resources</p> <ul style="list-style-type: none"> Library of listening selections (CD, free on-line radio, YouTube etc.)

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Process Component 3: Interpret – Support interpretations of musical works that reflect creators’/performers’ expressive intent.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.		Essential Question: How do we discern the musical creators’ and performers’ expressive intent?	
Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
<p>The Student Will: Re.3</p> <p>A. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and the setting of the text.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> • List and compare the way expressive elements are used in musical examples from a variety of historical eras, cultures, and contexts. • Explain and cite examples of how the expressive elements can be used to convey the composer’s intent. 	<p>The Teacher Will:</p> <ul style="list-style-type: none"> • Model and provide guided practice with appropriate listening examples (various genres, styles, historical periods, cultures, and contexts) • Use graphic organizers to: <ul style="list-style-type: none"> ○ List critical expressive characteristics of selected music • Utilize writing on demand – journal, reflection, persuasive writing, etc. 	<p>Assessments</p> <ul style="list-style-type: none"> • Written/Oral Analysis • Written/Oral Self-Reflection • Journal • Critique <p>Resources</p> <ul style="list-style-type: none"> • Library of listening selections (CD, free on-line radio, YouTube etc.)

Process Component 4: Evaluate – Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Enduring Understanding: The personal evaluation of musical work(s) and performance (s) is informed by analysis, interpretation, and established criteria.		Essential Question: How do we judge the quality of musical work(s) and performance(s)?	
Indicators/Objectives	Essential Knowledge and Skills	Teaching Techniques and Strategies	Assessment & Resources
<p>The Student Will: Re.4</p> <p>A. Identify and describe the effect and influence of interest, experience, analysis, and context on the evaluation of music.</p> <p>B. Evaluate musical works and performances based on specific criteria</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> • Explain how personal interest, experiences, and context impact the evaluation of a musical work or performance. • Identify attributes of an effective performance in various settings and contexts. • Evaluate a musical work or performance by comparing it to similar or exemplary models. • Evaluate a musical work or performance by using established criteria. 	<p>The Teacher Will:</p> <ul style="list-style-type: none"> • Record rehearsals and performance for student evaluation • Provide models and exemplars of a variety of musical works and performances. • Provide and implement rubric for self-evaluation of rehearsal or performance. • Utilize writing on demand – journals, reflection, critique, etc. 	<p>Assessments</p> <ul style="list-style-type: none"> • Written/Oral Analysis • Written/Oral Self-Reflection • Journal • Critique performances of self and others • Rubric <p>Resources</p> <ul style="list-style-type: none"> • Library of listening selections (CD, free on-line radio, YouTube etc.) • Rehearsal/Performance recordings (self and others) • “Word Bank” of terms and concepts to use with evaluations