

7th Grade General Music

<i>COURSE OUTLINE</i>		
Unit One	<i>Prehistoric Music</i>	<i>Quarter 1</i>
Unit Two	<i>The Renaissance</i>	<i>Quarter 2</i>
Unit Three	<i>Recorder Basics</i>	<i>Quarter 2</i>
Unit Four	<i>The Baroque Period</i>	<i>Quarter 3</i>
Unit Five	<i>The Keyboard</i>	<i>Quarter 3</i>
Unit Six	<i>The Classical Period</i>	<i>Quarter 4</i>
Unit Seven	<i>Form</i>	<i>Quarter 4</i>

<i>School-wide Academic Expectations Taught In This Course</i>

- Communication*
- Collaboration
- Analysis
- Literacy

<i>School-wide Social and Civic Expectations Taught in This Course</i>

- Demonstrate Honesty
- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Safety

<i>Content Standards Taught in This Course</i>

MU:Cr1.1.7a	Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
MU:Cr2.1.7a	Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
MU:Cr2.1.7b	Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences
MU:Cr3.1.7a	Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
MU:Cr3.1.7b	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
MU:Cr3.2.7a	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.
MU:Pr4.1.7a	Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
MU:Pr4.2.7a	Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
MU:Pr4.2.7b	When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.
MU:Pr4.2.7c	Identify how cultural and historical context inform performances and result in different music interpretations.
MU:Pr4.3.7a	Perform contrasting pieces of music demonstrating their interpretations of the elements of

	music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
MU:Pr5.1.7a	Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.
MU:Pr6.1.7a	Perform the music with technical accuracy and stylistic expression to convey the creator's intent
MU:Pr6.1.7b	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
MU:Re7.1.7a	Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.
MU:Re7.2.7a	Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces
MU:Re7.2.7b	Identify and compare the context of music from a variety of genres, cultures, and historical periods.
MU:Re8.1.7a	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.
MU:Re9.1.7a	Select from teacher-provided criteria to evaluate musical works or performances.
MU:Cn10.0.7a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.7a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit 1: Prehistoric Music

Introduction and Established Goals:

Students will learn about prehistoric and ancient instruments, and use them to review note values and rhythm reading concepts that were presented in the 6th grade General Music curriculum.

Desired Outcome(s):

To culminate this unit, students will create their own percussion instrument and use it to publicly perform a computerized final-draft of an original composition that utilizes all rhythmic values covered in the unit. This will demonstrate mastery of all objectives within the unit.

CT State Standard(s):

MU:Cr1.1.7a
MU:Cr2.1.7a
MU:Cr2.1.7b
MU:Cr3.1.7a
MU:Cr3.1.7b
MU:Cr3.2.7a
MU:Pr4.1.7a
MU:Pr4.2.7a
MU:Pr4.2.7b
MU:Pr4.2.7c
MU:Pr4.3.7a
MU:Pr5.1.7a
MU:Pr6.1.7a
MU:Pr6.1.7b
MU:Re9.1.7a
MU:Cn10.0.7a
MU:Cn11.0.7a

Common Core Standard(s):

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Essential Question(s):

How can we depict rhythms as notation in order to read, write, and preserve them?

Key Terms/Concepts:

Note and rest values
 Whole
 Half
 Quarter
 Eighth
 Sixteenth
Meter
Idiophone
Membranophone
Shaker

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cr2.1.7b	Students will be able to recognize and draw whole, half, quarter, eighth, and sixteenth notes and rests	Individual and group student work in unit packet Rhythmic tangrams Error identification drills	Students will correctly notate an original eight-measure composition.
MU:Cr1.1.7a MU:Cr2.1.7a MU:Cr3.1.7a MU:Cr3.1.7a MU:Cr3.1.7b MU:Cr3.2.7a MU:Pr5.1.7a MU:Pr6.1.7a MU:Pr6.1.7b MU:Re9.1.7a	Students will perform whole, half, quarter, eighth, and sixteenth notes and rests in the context of a simple duple, simple triple, and compound meter rhythmic excerpt	Rhythmic performance on mixed percussion, homogenously and heterogeneously	In small ensemble groups, students will accurately perform a rhythmic excerpt, using the Performance Rubric.
	Students will aurally identify and notate rhythms in simple duple and triple involving whole, half, quarter, eighth, and sixteenth notes and rests	Dictation exercises	Students will accurately identify and notate a four-measure dictation excerpt.
MU:Cr1.1.7a MU:Cr2.1.7a MU:Cr2.1.7b MU:Cr3.1.7a MU:Cr3.1.7b MU:Cr3.2.7a MU:Re9.1.7a	Students will compose a 16-measure song for unpitched percussion in a conventional meter using all rhythmic values covered in the unit.	Use rhythm tangrams Noteflight.com Teacher modeling	The final Noteflight composition will be graded for accuracy of rhythms and correct identification of rhythmic features.
MU:Pr4.1.7a MU:Pr4.2.7a MU:Pr4.2.7b MU:Pr4.2.7c MU:Pr4.3.7a MU:Pr5.1.7a MU:Pr6.1.7a MU:Pr6.1.7b MU:Cn10.0.7a MU:Cn11.0.7a	Students will use their knowledge of the three families of unpitched percussion to create an instrument of their own.	Lecture; categorize a variety of instruments in class; hands-on independent exploration.	Students will use their instrument to perform their composition (see above) for the class, assessed on the school-wide Performance Rubric.

Suggested Resources and Texts:

- Alfred Dry Erase Rhythm Flashcards
- Ready to Read Music, Althouse: Unit 1 packet
- Rhythm Bingo Level 1, Lavender

World Music Drumming, Schmidt: #6

The Rhythm Reader, Snyder

Khan Academy notation videos

Suggested Technology:

Noteflight.com

Unit 2: Music of the Renaissance

Introduction and Established Goals:

Students will learn about music in the Renaissance period, including significant historical events, cultural trends, composers, masterpieces, forms, and styles.

Desired Outcome(s):

Students will be able to articulate how the cultural climate of the Renaissance period shaped the music of its time and continues to shape music today.

CT State Standard(s):

MU:Cr1.1.7a

MU:Cr2.1.7a

MU:Cr3.1.7a

MU:Cr3.1.7b

MU:Cr3.2.7a

MU:Pr4.1.7a

MU:Pr4.1.7a

MU:Pr4.2.7a

MU:Pr4.2.7b

MU:Pr4.2.7c

MU:Pr4.3.7a

MU:Pr5.1.7a

MU:Pr6.1.7a

MU:Pr6.1.7b

MU:Re9.1.7a

MU:Cn10.0.7a

MU:Cn11.0.7a

Common Core Standard(s):

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Essential Question(s):

What was music like in the Renaissance period?

Key Terms/Concepts:

Aristocrat and peasant lifestyles

Palestrina, *Pope Marcellus Mass*

Period instruments

Imitation

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Re7.2.7b	Students will identify	Group reading and discussion,	In small groups, students

MU:Cn10.0.7 a MU:Cn11.0.7 a	significant cultural trends, historical events, and composers within the Renaissance period	including strategies like pair-and-share.	will create a Venn diagram that synthesizes information from all segments of the text, including "Peasant life," "Courtly life" and common cultural trends. Each small group will report to the class.
MU:Pr4.1.7a MU:Re7.1.7a MU:Re7.2.7a MU:Re7.2.7b MU:Re8.1.7a	Students will identify the Renaissance compositional technique of imitation by listening to and performing works that exemplify the technique.	Comeau p. 92 reading. Listen to a variety of aural examples to determine which contain imitation. Apply technique on Orff percussion.	Journal entry explaining whether or not they think each of 3 musical examples demonstrate imitation, and why/why not.
MU:Re7.1.7a MU:Re7.2.7a MU:Re7.2.7b MU:Re8.1.7a	Students will identify and describe the form of the madrigal.	Listening: "My Bonnie Lass She Smileth" and other madrigals in large and small groups, identifying the refrain.	Students will compose distinctive unpitched rhythm percussions for the verses and refrain. In small groups, students will perform their madrigal with their composed rhythm patterns, demonstrating their understanding of form.
MU:Re7.2.7b MU:Cn10.0.7 a MU:Cn11.0.7 a	Students will describe the life and art of Palestrina.	Students will complete a guided listening map of the Pope Marcellus Mass. Students will read articles (or listen to audio articles) about Palestrina from texts at their differentiated reading levels.	Students will create a collaborative responsive artwork while listening to the Pope Marcellus Mass. Students will complete a "listen and roll" discussion of a movement of the piece.
MU:Re7.2.7b	Students will identify instruments used in the Renaissance	Renaissance Instrument Web Quest	Teacher will select one unique instrument from each students' WebQuest for them to share out with the class.
MU:Cr1.1.7a MU:Cr2.1.7a MU:Cr3.1.7a MU:Cr3.1.7b MU:Cr3.2.7a MU:Pr4.1.7a MU:Pr4.2.7a MU:Pr4.2.7b MU:Pr4.2.7c MU:Pr4.3.7a MU:Pr5.1.7a MU:Pr6.1.7a MU:Pr6.1.7b	In tandem with Recorder Unit: Students will perform a solo and an ensemble Renaissance piece on a Renaissance instrument, the recorder.	Students choose differentiated-level piece; small group and individual practice; one-on-one lessons with teacher; self-assessments.	The student's solo recording is assessed for musical accuracy and proper technique using the school-wide Performance Rubric

MU:Re9.1.7a			
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Suggested Resources and Texts:

Music Through The Ages timeline poster, WB Music;
The Illustrated Encyclopedia of Musical Instruments, Konemann;
One-Page Composer Bios, Althouse;
Five Minutes to Music History, Weymouth;
An Illustrated History of Music for Young Musicians, Comeau and Covert;
The Sweet Pipes Recorder Book, Burakoff and Hettrick

Suggested Technology:

Audio Listening Collection:

<https://docs.google.com/document/d/1JQsO0iofRUgMmQu17HO0di566sJgUBxXVFNs2fpuGPg/edit?usp=sharing>
<http://www.jsayles.com/familypages/earlymusic.htm>;
www.grooveshark.com;
<http://www.music.iastate.edu/antiqua/instrumt.html> instrument museum for Webquest

Unit 3: Recorder Basics

Introduction and Established Goals:

Students will apply their pre-existing music reading skills to a new instrument, the recorder. This instrument is idiomatic of the Renaissance period, so their developing musical skills will mutually strengthen their cultural knowledge of the Renaissance period.

Desired Outcome(s):

CT State Standard(s):

MU:Cr1.1.7a
MU:Cr2.1.7a
MU:Cr3.1.7a
MU:Cr3.1.7b
MU:Cr3.2.7a
MU:Pr4.1.7a
MU:Pr4.2.7a
MU:Pr4.2.7b
MU:Pr4.2.7c
MU:Pr4.3.7a
MU:Pr5.1.7a
MU:Pr6.1.7a
MU:Pr6.1.7b
MU:Re9.1.7a
MU:Cn10.0.7a
MU:Cn11.0.7a

Common Core Standard(s):

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Essential Question(s):

How to we use the recorder to create a successful musical performance?

Key Terms/Concepts:

Breath support
Tonguing
Fingering
Treble clef staff
Treble clef note names

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Re7.2.7a MU:Re7.2.7b	Students will identify the parts of the recorder and discuss its history	<u>Recorder Introduction</u> worksheet and hands-on application	Students will identify parts
MU:Re9.1.7a	Students will demonstrate basic	Practice on single note: Tonguing,	Performance

	recorder articulation and breath control.	breath management Practice on two notes: Slurring vs. tonguing Apply to increasingly complex musical works	Rubric used to assess materials listed below
MU:Cr1.1.7a MU:Cr2.1.7a	Students will learn to play G, A, and B	Unison playing, individual playing, ensemble playing; Echo playing and pass-the-measure playing	Performance Rubric used to assess material from <u>Sweet Pipes #26 or 29</u>
MU:Cr1.1.7a MU:Cr2.1.7a	Students will learn to play C and D	Unison playing, individual playing, ensemble playing; Echo playing and pass-the-measure playing. Students will learn part II of Pasttime With Good Company.	Performance Rubric used to assess material from <u>Sweet Pipes # 49</u>
	Students will recognize pitches on the treble clef staff	Note-reading worksheets, hands-on games, and SmartBoard games	Notes of the Treble Staff quiz
MU:Cr1.1.7a MU:Cr2.1.7a MU:Cr3.1.7a MU:Cr3.1.7b MU:Cr3.2.7a MU:Pr4.1.7a MU:Pr4.2.7a MU:Pr4.2.7b MU:Pr4.2.7c MU:Pr4.3.7a MU:Pr5.1.7a MU:Pr6.1.7a MU:Pr6.1.7b MU:Re7.1.7a MU:Re7.2.7a MU:Re7.2.7b MU:Re8.1.7a MU:Re9.1.7a MU:Cn10.0.7a MU:Cn11.0.7a	In tandem with Renaissance Unit: Students will perform a Renaissance piece on a Renaissance instrument, the recorder.	Students choose differentiated-level piece; small group and individual practice; one-on-one lessons with teacher; self-assessments. Whole-class performance piece: Pasttime With Good Company	The student's solo recording is assessed for musical accuracy and proper technique using the school-wide Performance Rubric

Suggested Resources and Texts:

The Sweet Pipes Recorder Book, Gerald Burakoff and William E. Hettrick

Repertoire Collection: <https://drive.google.com/open?id=0B0G7MErQCZHfYnBRQ25rOFJBbKE>

Suggested Technology:

Audio Listening Collection:

<https://docs.google.com/document/d/1JQsO0iofRUgMmQu17HO0di566sJgUBxXVFNs2fpuGPg/edit?usp=sharing>

Grooveshark tracks: "RV 445 II," "RV 108III." RV 444 III," "RV 441 III."

<http://www.recorderconsort.co.uk/performances/medieval/medieval.html>

www.emusictheory.com

Unit 4: The Baroque Period

Introduction and Established Goals:

Students will learn about music in the Baroque period, including significant historical events, cultural trends, composers, masterpieces, forms, and styles.

Desired Outcome(s):

Students will be able to articulate how the cultural climate of the Baroque period shaped the music of its time and continues to shape music today

CT State Standard(s):

MU:Cr2.1.7b
 MU:Pr4.1.7a
 MU:Re7.1.7a
 MU:Re7.2.7a
 MU:Re7.2.7b
 MU:Re8.1.7a
 MU:Cn10.0.7a
 MU:Cn11.0.7a

Common Core Standard(s):

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Essential Question(s):

What was music like in the Baroque period?

Key Terms/Concepts:

Monophonic; polyphonic; texture; Johann Sebastian Bach

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Cn10.0.7a MU:Cn11.0.7a	Students will identify significant cultural trends, historical events, and composers within the Baroque period	Group reading and discussion, including fluency strategy for article.	Reading Comprehension questions
MU:Re7.1.7a MU:Re7.2.7a MU:Re7.2.7b MU:Re8.1.7a	Students will identify the Baroque compositional technique of textural variation.	Students will listen to and discuss monophonic, homophonic, and polyphonic pieces, both contemporary and Baroque Students will choose a piece of their own that exemplifies each of the textures. They will present them to the class.	Students will write a journal entry that presents supporting evidence for the texture they believe a piece to be. Students will complete Hot Cross Buns textural composition project

			on Orff instruments.
MU:Re7.2.7a	Students will describe the life of Bach and other Baroque composers.	Students will listen to a radio program and read about Bach and other baroque composers.	Online pre- and post-assessment
MU:Cr2.1.7b	Students will compose a piece using idiomatic Baroque textures.	Students will play Hot Cross Buns and will improvise homophonic harmonies. Students will use Noteflight and/or Soundation to create polyphonic harmonies.	Students will complete Hot Cross Buns textural composition project on Orff instruments.
MU:Pr4.1.7a MU:Re7.1.7a MU:Re7.2.7a MU:Re7.2.7b MU:Re8.1.7a	Students will create a radio broadcast about Bach or another Baroque composer.	Students will listen to an example radio program and read about Bach. Select a piece of Bach's music. Create a multi-track recording of Bach's piece Develop a script and incorporate it into the recording Add special effects to enhance the script	Students will use Audacity to create a Bach radio broadcast and present it to the class.

Suggested Resources and Texts:

The Sweet Pipes Recorder Book, Gerald Burakoff and William E. Hettrick

Lives of the Musicians, Krull and Hewitt

One-Page Composer Bios, Althouse

Five Minutes to Music History, Weymouth

An Illustrated History of Music for Young Musicians, Comeau and Covert

Suggested Technology:

Audacity

Noteflight

Soundation

Classics for Kids podcasts

Grooveshark and YouTube

Unit 5: Keyboard Basics

Introduction and Established Goals:

Students will synthesize their background knowledge of musical notation and the Baroque and classical historical context to perform music on the keyboard.

Desired Outcome(s):

Students will be able to use keyboard instruments as a medium to express a variety of musical ideas.

CT State Standard(s):

MU:Cr1.1.7a
MU:Cr2.1.7a
MU:Cr3.1.7a
MU:Cr3.1.7b
MU:Cr3.2.7a
MU:Pr4.1.7a
MU:Pr4.2.7a
MU:Pr4.2.7b
MU:Pr4.2.7c
MU:Pr4.3.7a
MU:Pr5.1.7a
MU:Pr6.1.7a
MU:Pr6.1.7b
MU:Re9.1.7a

Common Core Standard(s):

○

Essential Question(s):

How do musicians use keyboards to express musical ideas?

Key Terms/Concepts:

Keys
Hand position
Bass Clef

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
	Students will use the right hand to execute simple treble-clef melodies.	Echoing and improvisation in C position; textbook pieces; apply Hot Cross Buns compositions from Unit 2; improvised accompaniment duets.	
	Students will identify notes in the bass clef.	Note-reading activities and games; left hand songs	Bass Clef computerized identification drill

MU:Cr1.1.7a MU:Cr2.1.7a	Students will integrate both hands during piano performance.	Self-paced progress through piano textbook pages; individualized teacher instruction during group rehearsal	Performance Rubric applied to piano performances
MU:Cr1.1.7a MU:Cr2.1.7a MU:Cr3.1.7a MU:Cr3.1.7b MU:Cr3.2.7a MU:Pr4.1.7a MU:Pr4.2.7a MU:Pr4.2.7b MU:Pr4.2.7c MU:Pr4.3.7a MU:Pr5.1.7a MU:Pr6.1.7a MU:Pr6.1.7b MU:Re9.1.7a	Students will perform for peers.	Self-paced progress through piano textbook pages; individualized teacher instruction during group rehearsal	Performance Rubric applied to piano performances

Suggested Resources and Texts:

Alfred All-in-One Piano Course

Other Beginner Piano Materials, used eclectically

Suggested Technology:

Emusictheory.com

Musictechteacher.com

Unit 6: The Classical Period

Introduction and Established Goals:

Students will learn about music in the Classical period, including significant historical events, cultural trends, composers, masterpieces, forms, and styles.

Desired Outcome(s):

Students will be able to articulate how the cultural climate of the Classical period shaped the music of its time and continues to shape music today

CT State Standard(s):

MU:Cr1.1.7a
MU:Cr2.1.7a
MU:Cr2.1.7b
MU:Cr3.1.7a
MU:Cr3.1.7b
MU:Cr3.2.7a
MU:Pr4.1.7a
MU:Pr4.2.7a
MU:Pr4.2.7b
MU:Pr4.2.7c
MU:Pr4.3.7a
MU:Pr5.1.7a
MU:Pr6.1.7a
MU:Pr6.1.7b
MU:Re7.2.7b
MU:Cn10.0.7a
MU:Cn11.0.7a

Common Core Standard(s):

○

Essential Question(s):

What was music like in the Classical period?

Key Terms/Concepts:

Haydn
Mozart
Form

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Re7.2.7a	Students will identify significant	Group reading and discussion,	Reading

MU:Cn10.0.7a MU:Cn11.0.7a	cultural trends, historical events, and composers within the Classical period	including strategies like pair-and-share.	Comprehension questions
MU:Cr2.1.7b MU:Pr4.1.7a	Students will identify the Classical compositional technique of theme and variation.	Students will select pieces that exemplify the technique. Students will brainstorm ways to create variation within a piece of music. Students will collaborate to create a listening map of Mozart's "Ah Vous Dirais-je Maman" using artistic and written descriptions of each variation. On Orff instruments, students will play and compose variations from Haydn's Surprise Symphony.	Listening Map Surprise Symphony composition
MU:Re7.2.7b MU:Cn10.0.7a MU:Cn11.0.7a	Students will describe the life of Mozart and Haydn.	Students will listen to a radio program and read about Mozart and Haydn.	Reading comprehension questions
MU:Cr1.1.7a MU:Cr2.1.7a MU:Cr3.1.7a MU:Cr3.1.7b MU:Cr3.2.7a MU:Pr4.2.7a MU:Pr4.2.7b MU:Pr4.2.7c MU:Pr4.3.7a MU:Pr5.1.7a MU:Pr6.1.7a MU:Pr6.1.7b MU:Re9.1.7a	Students will compose a piece using the idiomatic Theme and Variation structure.	Students will use the piano to play Twinkle, Twinkle Little Star. Students will use the piano to create at least two contrasting variations of Twinkle, Twinkle Little Star.	Students will present their composition to the class and explain the variation techniques

Suggested Resources and Texts:

Lives of the Musicians, Krull and Hewitt

Suggested Technology:

Unit 7: Form

Introduction and Established Goals:

Students will aurally identify and compose using standard forms from the classical era.

Desired Outcome(s):

Students will be able to compose a Theme and Variations piece.

CT State Standard(s):

MU:Cr2.1.7b
MU:Cr3.1.7a
MU:Cr3.1.7b
MU:Cr3.2.7a
MU:Pr4.2.7a
MU:Pr4.2.7b
MU:Pr4.2.7c
MU:Pr4.3.7a
MU:Pr5.1.7a
MU:Pr6.1.7a
MU:Pr6.1.7b
MU:Re9.1.7a
MU:Cn10.0.7a
MU:Cn11.0.7a

Common Core Standard(s):

○

Essential Question(s):

How do composers use patterns to create music?

Key Terms/Concepts:

Strophic
Binary
Ternary
Theme
Variations
Instrumentation

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Re7.2.7a	Students will identify form within classical pieces.	Class discussion and visual representation of common forms Create illustrated listening maps for a variety of classical pieces	Illustrated electronic listening map

MU:Re7.2.7a MU:Re7.2.7b	Students will describe methods of variation in a Theme and Variations piece.	Class discussion Brainstorming and webbing	Webbing
MU:Cr2.1.7b MU:Cr3.1.7a MU:Cr3.1.7b MU:Cr3.2.7a MU:Pr4.2.7a MU:Pr4.2.7b MU:Pr4.2.7c MU:Pr4.3.7a MU:Pr5.1.7a MU:Pr6.1.7a MU:Pr6.1.7b MU:Re9.1.7a	Students will compose a piece using the idiomatic Theme and Variation structure.	Students will use instruments of their choice to play Twinkle, Twinkle Little Star. Students will use instruments of their choice, including electronic music tools, to create at least two contrasting variations of Twinkle, Twinkle Little Star.	Students will present their composition to the class and explain the variation techniques
MU:Pr4.2.7a MU:Pr4.2.7b MU:Pr4.2.7c MU:Pr4.3.7a MU:Pr5.1.7a MU:Pr6.1.7a MU:Pr6.1.7b MU:Re9.1.7a MU:Cn10.0.7a MU:Cn11.0.7a	Students will create a piece of electronic music that demonstrates a classical form.	Students will be assigned a form. Students will use Soundation to create a piece of music in the prescribed form.	Students will present their electronic piece to the class and explain the form of their piece.

Suggested Resources and Texts:

Suggested Technology:

Soundation.com