Instructional Unit Title: Music Enriches Lives

Generalist Pathway

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.

The teacher may have the students listen to short (pieces or excerpts) instrumental musical examples (any genre – classical to popular to non-western) to enable students to begin to generate a list about what sounds in music generate particular emotional and values responses.

The teacher may present the basic elements of music (rhythm, pitch, beat, tempo, dynamics) so that the students have a basic context for how to listen to and describe music.

The teacher may present the idea of musical form so that the students have a basic context for how music is organized.

The teacher may use the emotions and values outlined in Learning Experience #1 so that the student can connect it to the musical elements and understanding of form.

The teacher may use a new recording(s) (teacher or student chosen) so that the students can analyze it for emotions and values by discussing musical elements and form.

The teacher may assign a panel of "television executives" so that the students could pitch their ideas and justifications for their television theme song.

The teacher may use a composer or other subject-matter expert so that students can understand the emotions, values, and other influences that are part of composing a piece of music to depict a particular idea.

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The teacher may provide a series of questions so that the students can evaluate their own recordings and justifications and the recordings and justifications of their peers.

PERFORMANCE ASSESSMENT: As a newly hired composer in the television business you will be creating a one-minute long (or other length as determined by the instructor) theme song that depicts the emotions and values of a new television show. The style of music, as well as the instruments, the tempo, the dynamics, will help the listener to understand the typical content of the show (i.e. action, drama, horror, comedy, etc.). You have to write a justification for the musical choices in order to "pitch" your song to the television executives at your studio.

Colorado Teacher-Authored Instructional Unit Sample Storyboard

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