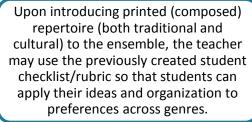
Instructional Unit Title: The Music in You

Ensemble- Generalist and Performance Pathways

The teacher may direct students to explore personal musical perspectives so that students can create a personal musical preference inventory in their own language. The teacher may guide the transition of student language into academic vocabulary (using information from the previous learning experience), so that students can develop a preference inventory rubric to include musical elements.

The teacher may use listening and video examples of music in a variety of authentic cultural setting so students can articulate knowledge of the performance practices specific to style/genre/era. High School – Ensemble-Generalist and Performance Pathways

Music



The teacher may conduct and video record a concert so that students can begin exploring the ways in which evaluation of (past) performance can enhance an ensemble's growth and progress. The teacher may assist in developing an audience aesthetic feedback form so that students can consider the kinds of information/data they might collect in order to enhance an ensemble's growth and progress. The teacher may model for the students how to write program notes so that students can understand how program notes provide essential context for the audience to enhance the concert experience. The teacher may allow students to experiment with creative concepts by applying alternative dynamic contrasts, articulations, tone coloring, vowel shapes, ornamentations, phrasing that vary from the score so that students can discover substitute applications to create a variety of aesthetic responses.

(Post-Performance Task)The teacher may facilitate evaluation of audience survey and student performance so that students can analyze, synthesize and explain how the performance preparation process influenced their personal musical preference and perspective. **PERFORMANCE ASSESSMENT:** You are a special event planner. You have been asked to organize a performance to showcase music of a variety of cultures and genres for your school and community. You and your peers will learn a variety of musical selections (both traditional and multi-cultural) to demonstrate at a public performance. Your selections will include large group and small group performances with some aspects of the music purposefully interpreted by the performers in the ensembles. Program notes outlining the learning experience will be shared with the audience during the performance.

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 <u>http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</u>.

Colorado Teacher-Authored Instructional Unit Sample Storyboard