UNIT 4 – PERFORMANCE

Established Goals:	Transfer	
By the end of this unit students will be able to sing in their head voice using proper singing posture and good breath control. Students will also be able to play Orff instruments and non-pitched instruments with good technique.	*Students will be able to:* *Sing music using proper singing posture and breath control.* *Play music on instruments with good technique.*	
Standards 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	**Meaning**	
1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	Students will understand how to develop listening skills and critical judgment in differentiating vocal classifications and apply knowledge learned in practicing efficient vocal techniques. • Students will understand healthy and efficient vocal techniques that a student needs to practice to develop range and accuracy in matching pitches and expanding range.	How does performing allow you to communicate? • How does creating and performing music differ from listening to music? • Why do people create music? • How does singing play a role in a community?

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design	• Creating and performing music are forms of self expression. • Everyone can perform, create, and respond to music in meaningful ways.	
	Acquisition	
	KNOWLEDGE	SKILLS
	Students will understand…	*Students will be skilled at…*
	What is the authentic evidence that students have achieved the targeted standards/unit objectives? Individual Performance Group Performance	singing in their head voice using proper singing posture and good breath control. Playing Orff instruments and non-pitched instruments with good technique.

Vocabulary		Instruction and Pacing (suggested order to teach)	
		1. Pass out pictures of Immigrants	

Review vocabulary		2. Listening: "Away to America" "What story does the song tell?"	
		3. Singing: "Where are the words repeated?" "What is this section called?"	
		4. Singing: "Where are the words not repeated?" What is this section called?"	
		5. Study verse and refrain	
		6. Feel two beats per measure	
		7. Have students work in groups to create contrasting movements for the verse/refrain.	
		8. Bring the groups back together. Have each group perform the contrasting movements for the other groups to watch and evaluate.	
		Next using "Ama Lama" or a similar song	
		1. Review ABA form by having the students arrange those five objects to represent ABA.	
		2. Review ABACA form by having the student arrange those five object to represent ABA.	
		3. How are ABA & ABACA different?	
		4. Play Ama Lama	
		5. Have the students identify rondo form in the song.	
		6. Invite student to listen to Ama Lama again following the song notation and then sing the song	

		7. Have the class work together to create movements to differentiate the A, B and C sections from one another.	
		8. Rehearse the instrumental parts in the A, B, C and Coda section.	
		9. Divide the class into two groups. Have both groups perform Ama Lama with the percussive parts for one another.	

Resources

1. District approved textbook
2. CDs/Tapes/Videos/DVDs
3. Instruments
4. Computers/Technology

Technology will be integrated into the education process by creating an environment that allows all students to have optimum personal and educational growth through the infusion of appropriate technology within the music block. All students have opportunities to develop technology skills that support learning, personal productivity, and decision-making. Students are presented with a range of learning activities that allows for individual and group work. In becoming technologically proficient, students develop skills over time through integrated activities.
Any infusion of technology is contingent, but not limited, to the following: availability of technology, classroom logistics and administrative support.

21st Century Skills
Creativity
Innovation

Differentiation and Accommodations
Each objective is accomplished for the special education student just as for the general education student. As required, the material will be modified to conform to each student's IEP. Each objective is accomplished for the bilingual education student just as for the general education student. As required, for the bilingual education student, the material must be presented in the language/learning style which the student understands. As the bilingual student masters the English language, a transition in teaching occurs via several strategies; the teacher instructs using more English in accordance with the ability of the student to comprehend and the student is mainstreamed for those classes in English where he/she is able to succeed.

Performance Task

Students will be able to sing in their head voice using proper singing posture and good breath control.

They will also be able to play Orff instruments and non-pitched instruments with good technique.

Students will be able to evaluate peers and other performances. They will be able to communicate their ideas through vocal and instrumental performance.

Other Evidence

Singing

5 - Sings melody in tune with good pitch and tone

4 - Sings melody but does not quite match all pitches

3 - Sings correct melody but in a different key

2 - Sings melody using head voice but does not match pitches

1 - Sings using chest voice

Playing (Silver Burdett 2005)

· Fluent - The student plays with fluency and ease. There are few errors. The performance is confident, beautiful and expressive.

· Competent - The student plays with relative ease but several errors or hesitations are present.

The performance is confident and expressive

· More Practice Needed - The student have difficulty performing evenly and in time. Hesitations and errors are clearly evident. The performance does not convey the expressive intent of the piece performed.

ASSESSMENTS

Formative Assessments:

1. Daily Class Participation

2. Daily Classroom Discussion

3. Selected Homework Assignments

4. Extended Class Participation

5. Performance Participation

Summative Assessments

1. Unit Test, Quizzes & Project

Other Evidence

• Students will observe other student performances.

☐ Students will discuss peer performances.