

**Curriculum Development Overview
Unit Planning for High School Music**

Unit Title	"Arranging" Your Folder		Length of Unit	Instructor Choice
Focusing Lens(es)	Transformation	Standards and Grade Level Expectations Addressed in this Unit	MU09-HSPP-S.1-GLE.1, MU09-HSPP-S.1-GLE.3, MU09-HSPP-S.1-GLE.4 MU09-HSPP-S.2-GLE.1, MU09-HSPP-S.2-GLE.2, MU09-HSPP-S.2-GLE.3 MU09-HSPP-S.3-GLE.1, MU09-HSPP-S.3-GLE.2, MU09-HSPP-S.3-GLE.3 MU09-HSPP-S.4-GLE.1, MU09-HSPP-S.4-GLE.2, MU09-HSPP-S.4-GLE.3, MU09-HSPP-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is it important to understand instrumentation and voicing when arranging music? (MU09-HSPP-S.1-GLE.1-EO.c) and (MU09-HSPP-S.2-GLE.2,3); (MU09-HSPP-S.3-GLE.1,2,3); (MU09-HSPP-S.4-GLE.2,3,4) How is understanding both traditional and nontraditional notation important when functioning within an ensemble? How can an individual create their own way of notating sound for others to use? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Composition, Patterns, Investigate/Discovery, Observation, Shape, Symbol, Law/Rules, Texture, Notation, Expression			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Instrumental voicing and ranges must be considered when altering musical compositions. (MU09-HSPP-S.2-GLE.2,3) and (MU09-HSPP-S.3-GLE.3-EO.b)	What are the ranges for your instrument/ voice within your ensemble?	Why is appropriate voicing and ranges essential when asking others to perform a piece? For what instrument might you arrange your specific part?
Variations in musical texture may be demonstrated through a wide variety of sound, notational and technological source manipulation. (MU09-HSPP-S.2-GLE.2-EO.b) and (MU09-HSPP-S.2-GLE.3-EO.b) and (MU09-HSPP-S.3-GLE.3) and (MU09-HSPP-S.4-GLE.2-EO.a)	What is texture? What are different technological sources used for composition or arranging?	At what point can texture become distracting to the listener?
Different symbols demonstrate traditional and non-traditional notation. (MU09-HSPP-S.1-GLE.1-EO.a,c; MU09-HSPP-S.2-GLE.2-EO.c,d) and (MU09-HSPP-S.2-GLE.3-EO.c,d) and (MU09-HSPP-S.3-GLE.1-EO.a) and (MU09-HSPP-S.3-GLE.3-EO.a)	What symbols are found in traditional notation? What symbols are found in nontraditional notation?	Why is it important for a musician to be able to read both traditional and nontraditional notation?
An arrangement can enhance the structural foundation provided by the original composition provides. (MU09-HSPP-S.2-GLE.2,3) and (MU09-HSPP-S.3-GLE.1,3)	What are essential steps involved in arranging existing music?	How can existing music be enhanced through the process of arranging? How does a composer/arranger preserve the effect of the music?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Utilizing and altering combinations of sounds enables the arrangement music for a wide range of settings and purposes. (MU09-HSPP-S.2-GLE.3) and (MU09-HSPP-S.4-GLE.1) Comparing an original work to an arrangement enhances awareness of how music affects mood and action. (MU09-HSPP-S.4-GLE.2) Creating and/or arranging music provides a medium for meaningful and purposeful self-expression. (MU09-HSPP-S.2-GLE.2,3) and (MU09-HSPP-S.4-GLE.3) Understanding traditional notation leads to the preservation of original musical ideas for others to use. (MU09-HSPP-S.1-GLE.1) and (MU09-HSPP-S.3-GLE.1,3) Altering musical elements within existing music provides a means by which the character or mood of the original piece can be manipulated to demonstrate originality and inventiveness. (MU09-HSPP-S.2-GLE.3) and (MU09-HSPP-S.3-GLE.1,3) 	<ul style="list-style-type: none"> Arrange and/or compose music incorporating appropriate voicing and ranges for their particular ensemble. (MU09-HSPP-S.2-GLE.2,3) Utilize a variety of sound, notational, and technological resources to arrange and/or compose music for their specific ensemble. (MU09-HSPP-S.2-GLE.2,3) Notate arranged musical ideas via traditional notation with a variety of clefs appropriate for their ensemble. (MU09-HSPP-S.1-GLE.4-EO.a,b) and (MU09-HSPP-S.2-GLE.3) and (MU09-HSPP-S.3-GLE.1,3) Notate arranged musical ideas via nontraditional notation where appropriate. (MU09-HSPP-S.2-GLE.3) Read music from traditional and non-traditional notation. (MU09-HSPP-S.1-GLE.1,2,4) and (MU09-HSPP-S.3-GLE.1,3) Perform arrange and/or composed music of peers (MU09-HSPP-S.1-GLE.1,3) and (MU09-HSPP-S.2-GLE.2,3) and (MU09-HSPP-S.3-GLE.1,3)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>When combining musical elements, composers and arrangers have many choices, which have a recognizable effect on the resulting musical product.</i></p>
<p>Academic Vocabulary:</p>	<p>Self-expression, Character, Mood, Elements, Alter, Manipulate, Originality, Inventiveness</p>
<p>Technical Vocabulary:</p>	<p>Composition, Arrangement, Traditional Notation, Nontraditional Notation, Clef, Range, Voicing, Composer, Symbols, Texture</p>