

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

<b>Unit Title</b>	Becoming the Multi-Tasker: Putting creation (improvisation/composition) and expression together.		<b>Length of Unit</b>	Whole Semester/Course
<b>Focusing Lens(es)</b>	Relationships	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	MU09-HSGP-S.1-GLE.1, MU09-HSGP-S.1-GLE.2 MU09-HSGP-S.2-GLE.1, MU09-HSGP-S.2-GLE.2 MU09-HSGP-S.3-GLE.1 MU09-HSGP-S.4-GLE.3, MU09-HSGP-S.4-GLE.4	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How can music influence emotion? (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4)</li> <li>• Why is it important to understand and interpret the expressive elements to music?</li> <li>• How can certain musical symbols convey emotions to the performer?</li> <li>• How can a performer stay true to the composers intentions?</li> </ul>			
<b>Unit Strands</b>	Expression, Creation, Theory, Aesthetic Valuation			
<b>Concepts</b>	Technique, Force, Expressions, Emotions, Style, Energy, Force, Notation, Symbols, Translation, Tempo, Dynamics, Interpretation			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Style and expression generate emotions in music. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4)	What markings/symbols affect the expressive qualities that are performed? What markings/symbols affect the stylistic qualities that are performed?	How can the sound of an instrument or voice be changed to convey a different emotion? How can emotion be influenced by music?
Technique and expression translates written notation. (S.1-GLE.1,2; S.3-GLE.1; S.4-GLE.3,4)	How do dynamic markings function? Give examples. How do tempo markings function? Give examples. How do articulation markings function? Give examples.	How does technical knowledge of an instrument or voice help a performer translate the written musical language into sound? Why are there so many expression and technique markings?
The musical force (drive) of an instrument or voice perpetuates the energy written in music. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4)	What specific markings (e.g., tempo, dynamics, etc.) can change the overall force (drive) of a performance?	How is a performance enhanced or lost based on the details of the composition? How can choices made by the performer change the interpretations you see/hear when comparing different performances of the same music?

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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Basic stylistic and expressive markings in music and their meanings. (MU09-HSGP-S.3-GLE.1)</li> <li>• Appropriate vocabulary to critique and perform musical ideas. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4)</li> <li>• The relationship of style and expression and the process from a written to a performance medium. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret basic stylistic and expressive markings on the chosen instrument or voice. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.3-GLE.1)</li> <li>• Compose music with appropriate stylistic and expressive markings. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.4)</li> <li>• Critique performances and compositions for stylistic and expressive markings. (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4)</li> </ul>

<p><b>Critical Language:</b> 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><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>There is a relationship between musical written language and performance techniques that is an interpretation of the expression/ stylistic markings of the composer to the performer.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Style, medium, Critique, relationship, vocabulary, transfer, expressions, Interpret, Compose</p>
<p><b>Technical Vocabulary:</b></p>	<p>Dynamics, tempo, articulations, Musical Force (drive)</p>