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| Trimester 3 – Performance Arts  KUD | | | |
| **Unit** | **Creative Expression** | | |
| **VT Standards** | **Music**  5.31 Students use the elements of vocal and instrumental music, including rhythm, pitch, timbre, and articulation.  5.32 Students translate an idea into music notation or sound.  **Theater**  5.33 Students use aspects of voice – including volume diction, pause, tempo, and inflection — to enhance a role.  5.34 Students show awareness of audience and character through aspects of movement, including blocking, gesture, use of body, and motivation.  5.35 Students connect directorial and design choices to a script or role-play. | | |
| **VT GE’s** | **A7-8:4**  **Students who skills development when CREATING music by…**  · Improvising using various techniques for developing musical ideas (e.g., pentatonic, blues and major and minor scales, riffs, motifs).  · Composing and arranging using a variety of traditional, non-traditional and electronic media; using the elements of music within specified guidelines; demonstrating unity, variety, tension and release and appropriate voicing.  **A7-8:5**  **Students PERFORM/ COMMUNICATE through music by…**  · Singing solos and two and three part literature with a more varied repertoire (e.g., various cultures and styles) and a degree of difficulty of levels 2-3 (see NYSSMA Manual).  · Playing a musical instrument with a more varied repertoire (e.g., various culture and styles) alone and with others and a degree of difficulty of levels 2-3 (see NYSSMA Manual)  **A7-8:6**  **Students show understanding of music CONCEPTS and VOCABULARY by…**  · Describing aural examples of music using appropriate terminology (e.g., pitch, rhythm, tempo, dynamics, form, timbre, texture, articulation, harmony, phrasing, style).  **A7-8:7**  **Students show skill development when CREATING theater by…**  · Demonstrating development of character using physical and vocal expression.  · Developing a character using non-verbal techniques (e.g. dance, mime, physical comedy, stage combat (wrestling, sword play, physical confrontation).  **A7-8:8**  **Students PERFORM/COMMUNICATE through theater by…**  · Presenting a rehearsed scene.  · Adjusting voice tone/level and timing before an audience.  · Communicating with parents, being prepared, and on time.  **A7-8:9**  **Students show understanding of theater CONCEPTS and VOCABULARY by…**  · Describing stage architecture (i.e., proscenium, thrust, arena, fourth wall).  · Identifying motivation and conflict.  · Recognizing and label acting styles, genre, sensory language, physical comedy, dialogue and monologue, nonverbal skills.  **A7-8:13**  **Students describe art using discipline specific vocabulary,**  **for example:**  · **Theater**: exposition, conflict, action/reaction, production value, focus, scenic  concepts, theme  **A7-8:14**  **Students analyze, interpret, and respond to art by…**  · Explaining qualities (elements, principles of design, expression) and how they evoke emotion and meaning.  **A7-8:15**  **Students critique and revise art by…**  · Making affirming statements with specific evidence (e.g., The band played with good balance.).  · Asking questions about your own work (e.g., How did the clarinet section respond to the tempo change?).  · Asking questions of the artist(s) (e.g., Why were the violins sharp in the first passage?).  · Suggesting changes (e.g., The drummers might try playing at the edge of the drum head to play softer.).  · Discerning and responding to those suggestions that are effective, and justifying aesthetic decisions.  · Developing and applying specific criteria, individually or in groups.  **A7-8:16**  **Students make connections between/among the arts and disciplines outside the arts by…**  · Demonstrating ways in which the basic principles and subject matter are applicable (e.g., form, balance, tone, color, unity and variety).  · Communicating ideas, concepts, feelings from other disciplines (e.g., show understanding of theatre through dance).  **A7-8:17**  **Students show understanding of how the arts impact life by…**  · Modeling skills of different arts careers through classroom work or community experiences.  · Identifying career pathways in the arts and the skills needed.  · Demonstrating an understanding of how the arts contribute to physical and mental health (e.g., self-expression, such as anger, joy, confusion, frustration).  **A7-8:19**  **Students approach artistic problem solving with an open mind and creative thinking by…**  · Identifying challenges inherent in the work.  · Generating a variety of strategies/techniques to address those challenges.  · Considering and trying out these diverse solutions, and employing one appropriate to the work.  **A7-8:20**  **Students develop effective, personal work habits by…**  · Demonstrating commitment and a sense of purpose (e.g., persevering to complete quality work, working to personal best).  · Demonstrating understanding of health and safety issues related to the arts (e.g., using safe work habits and techniques).  · Developing rigorous criteria and setting goals for themselves (e.g., prioritizing responsibilities, managing time/materials, and meeting completion deadlines).  · Using a variety of learning strategies (e.g., different practice techniques).  **A7-8:21**  **Students demonstrate appropriate interactions by…**  · Cooperating in an ensemble, group, or partnership to maintain an environment of safety, confidence, mutual esteem, and support.  · Responding constructively as members of an audience/group. | | |
|  | **Speaking and Listening Grades 6-8** | | |
| **Grade 7**  [CCSS.ELA-Literacy.SL.7.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  [CCSS.ELA-Literacy.SL.7.1a](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  [CCSS.ELA-Literacy.SL.7.1b](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  [CCSS.ELA-Literacy.SL.7.1c](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  [CCSS.ELA-Literacy.SL.7.1d](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views.  [CCSS.ELA-Literacy.SL.7.3](http://www.corestandards.org/ELA-Literacy/SL/7/3/) Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  [CCSS.ELA-Literacy.SL.7.4](http://www.corestandards.org/ELA-Literacy/SL/7/4/) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  [CCSS.ELA-Literacy.SL.7.6](http://www.corestandards.org/ELA-Literacy/SL/7/6/) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/7) for specific expectations.) | **Grade 8**  [CCSS.ELA-Literacy.SL.8.1](http://www.corestandards.org/ELA-Literacy/SL/8/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  [CCSS.ELA-Literacy.SL.8.1a](http://www.corestandards.org/ELA-Literacy/SL/8/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  [CCSS.ELA-Literacy.SL.8.1b](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  [CCSS.ELA-Literacy.SL.8.1c](http://www.corestandards.org/ELA-Literacy/SL/8/1/c/) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  [CCSS.ELA-Literacy.SL.8.1d](http://www.corestandards.org/ELA-Literacy/SL/8/1/d/) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.  [CCSS.ELA-Literacy.SL.8.3](http://www.corestandards.org/ELA-Literacy/SL/8/3/) Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  [CCSS.ELA-Literacy.SL.8.4](http://www.corestandards.org/ELA-Literacy/SL/8/4/) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  [CCSS.ELA-Literacy.SL.8.6](http://www.corestandards.org/ELA-Literacy/SL/8/6/) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/8) for specific expectations.) | |
| **Essential Question** | |  | | --- | | How do artists make creative decisions? | | | |
| **Pre-Assessment** | Basic improvisation games to determine students’ levels of creativity and flexibility on stage.  Fill out as much of the Guitar Reference Sheet as possible to gauge ability levels.  List as many opera titles as you can. What are the main differences and similarities of opera and musicals? | | |
| **Content Knowledge (K)** | **Public Speaking**  Enunciation, expression, volume, speed, pausing/silence filling, eye contact, breath control, body language, speech organization  **Opera and Composition**  Tempo, dynamics, visual interpretation of music notation, recitative, aria, chorus, overture, major, minor and seventh chords, Barre chords, PIMA finger placement on guitar, buffa/seria operas  **Musical Theater Evaluation**  Character development, use of solos and group singing, story line | | |
| **Key Concept (U)** | |  | | --- | | Artists’ creative choices are influenced by their experience, context and expressive intent. | | | |
| **All students will… (D)** | **Define** and **critique** different musical and opera clips and **analyze** how they are used to evoke emotion.  **Develop**, **organize**, **compose,** and **express** a mini opera to be performed in class.  **Listen** to and **analyze** musical and opera clips, and **reflect** on the differences and similarities.  **Identify**, **define**, and **label** the important techniques of public speaking using student-created rubric.  **Construct** an organized speech on a passionate, school-appropriate topic of their lives, **implementing** techniques learned.  **Perform** student speeches **critiqued** by peers using class-created rubric.  **Demonstrate** and **practice** proper guitar techniques while **interpreting** how music sounds to each individual. | | |
| **Assessment** | Class-constructed rubrics  Peer evaluations  Daily class participation and preparation | | |
| **Technology Integration** | **Teacher**  YouTube video clips, ELMO, SmartBoard | | **Student**  Internet, lap tops |