



Chorus Responding Unit, Novice Level

*A Curriculum Project of
the National Association for Music Education (NAfME)
and the Library of Congress of the United States (LOC)*

Teaching with Primary Sources



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TABLE OF CONTENTS

Overview of NAFME/LOC Responding Units.....	4
Overview of Chorus Responding Unit, Novice Level.....	4
Materials Needed for this Unit.....	5
Using the Inquiry Model in the lessons	5
Prerequisite Skills for Students for the Unit.....	6
Lesson Goals	
Lesson 1A.....	6
Lesson 1B.....	6
Lesson 1C.....	6
Lesson 2A.....	6
Lesson 2B.....	6
Lesson 2C.....	6
Standards Addressed in the Unit.....	7
Assessment Statement.....	7
Unit Lessons:	
Lesson 1A.....	7
Lesson 1B.....	13
Lesson 1C.....	18
Lesson 2A.....	25
Lesson 2B.....	31
Lesson 2C.....	36
Assessments (Rubrics Attached to Assessment Tool)	
Observe Worksheet 1A—Lesson 1A.....	9
Reflect Worksheet 1B—Lesson 1B.....	18
Question Worksheet 1C—Lesson 1C.....	20
Student Analysis: Summative Assessment—Lesson 1.....	22
Observe Worksheet 2A—Lesson 2A.....	27
Reflect Worksheet 2B—Lesson 2B.....	32
Question Worksheet 2C—Lesson 2C.....	38
Student Analysis: Summative Assessment—Lesson 2.....	40

OVERVIEW

These units are based on the 2014 National Music Standards (nafme.org/standards). These Standards are all about music literacy, as they emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage; they cultivate students' ability to carry out the three Artistic Processes of Creating, Performing, and Responding while aligning with the ideal of Connecting to their world and the world around them. These are the processes that musicians have followed for generations, even as they connect through music to themselves and their societies.

This Library of Congress (LOC) Teaching with Primary Sources (TPS) Unit is aligned with the Artistic Process of Responding defined as understanding and evaluating how music conveys meaning. Through application of inquiry-based instructional strategies linked to essential questions inherent in the Responding process components (select, analyze, interpret, analyze), students are guided to develop understandings about how creators/performers manipulate the elements and structures of music to convey expressive intent related to specific contexts (social, cultural, historical). Acquisition of music knowledge and skills leads to students' becoming independent thinkers and musicians. The Process components need not be linear in instruction and student learning; rather, they can be presented in an order appropriate to the integration of specific content and knowledge as determined by each grade level and curricular focus.

NOVICE LEVEL

(Equivalent to 2 years of study in an ensemble in addition to core or general music)—Students at the Novice Level have started specialization in an art form of their choice. They are beginning to develop the basic artistic understanding and technique necessary to advance their skill level. Their expressive skills may be identified, and exploratory work begins. They may participate in presentation and performance opportunities as they are able. Their curiosity about the art form begins their journey toward personal realization and well-being.

Choral educators who conduct performance ensembles with personnel of varying levels of experience should consider the description of the Novice Level carefully when choosing which level is appropriate for their ensembles to pursue.

INTRODUCTION

Throughout this unit students will be learning about the historical significance and cultural context of patriotic melodies. Resources housed in the digital holdings of the Library of Congress (LOC) will allow students an opportunity to explore information, artifacts, and audio recordings of many beloved melodies from American history. In addition to the primary source material made available through the LOC will be the LOC's Inquiry Method, which encourages students to *Observe*, *Reflect*, and *Question* that which they are studying.

With support from their music educator, students will begin by studying "The Star-Spangled Banner." Teachers should plan to use either a score from their library, materials available through the LOC, or a combination of both. [If teachers do not wish to use "The Star-Spangled Banner," they can use a piece of their own repertoire provided it is in the list of patriotic melodies included in the LOC's digital collection.] You can review the song list here: <http://memory.loc.gov/diglib/ihis/html/patriotic/patriotic-home.html>. Scroll to the bottom of the page for the list of patriotic melodies.

In the first phase (Lessons 1A, 1B, and 1C), students will be asked to *Observe* (1A) aspects of the selected piece of literature, *Reflect* (1B) on the historical and cultural context of the piece, and pose *Questions* (1C) for further study. Once students have completed their initial investigation, they will have an opportunity to study a patriotic melody of their choosing. Students should use the list of patriotic melodies located on the LOC website:

<http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>

During the second phase (lessons 2A, 2B, and 2C), students will follow the same format and will again be asked to *Observe* (2A), *Reflect* (2B), and *Question* (2C) their second selection by comparing it to “The Star-Spangled Banner.” [Teachers who choose an alternate selection from the LOC’s list of patriotic melodies will use that piece during Phase One, and students will compare their second, self-selected Phase Two piece to the Phase One teacher selection.]

The lesson structure is flexible, and learning can be done in small segments over the course of several class periods or completed in full in fewer class periods. Additionally, lessons are structured so students can carry them out in class or outside of class, and individually or in small groups; teachers may choose what they believe will be most effective and efficient for their classrooms. To maximize rehearsal time, it is recommended that Step 1 of every sequence be completed outside of class time. Accommodations for students can include but are not limited to creating audio recordings of their responses to worksheet questions.

Provided with a solid foundation of the historical and cultural significance of patriotic melodies, students will demonstrate connections to their literature by creating and presenting meaningful and communicative musical performances.

MATERIALS NEEDED FOR THIS UNIT

- Musical scores for “The Star-Spangled Banner” (or other teacher-selected patriotic melody)
- Internet access and technological devices for students (Individual devices or a computer lab).
- Copies of question prompts for students. (These can be a paper copy for each individual or group, or available in a shared Google doc).
- Copies of the assessments for students. (These can be a paper copy for each individual or group, or available in a shared Google doc).
- Links to the LOC’s Patriotic Melodies website:
<http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>
- Link to the LOC’s Star-Spangled-Banner Resource Page:
<http://memory.loc.gov/diglib/ihas/loc.natlib.ihas.200000017/default.html>
- LOC Teachers Guide “Analyzing Sound Recordings”:
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sound_Recordings.pdf
- LOC Primary Source Analysis tool (for students as well as teachers)
 - * Digital: <http://www.loc.gov/teachers/primary-source-analysis-tool/>
 - * PDF: http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

USING THE INQUIRY MODEL IN THE LESSONS

- Students will first make *Observations* of the literature selection, then *Reflect* on those observations. Once students have completed both of those steps they will begin to formulate new *Questions* and attempt to answer them with the information they acquired throughout the course of the assignment.

PREREQUISITE SKILLS FOR STUDENTS FOR THE UNIT

- Ability to read and/or follow along with a vocal music score
- Historical and cultural awareness about “The Star-Spangled Banner” or a piece of patriotic music that is currently being rehearsed
- Technological proficiency to investigate available resources
- Critical thinking skills to drive student inquiry
- Basic knowledge of musical vocabulary to highlight stylistic differences from current music to patriotic (instrumental march) music
- Basic music vocabulary knowledge with an ability to apply that information to visual and aural samples:
 - * Time signatures
 - * Rhythmic values
 - * Tempo
 - * Instrument identification (aural)
 - * Unison vs. part singing
 - * Range.

LESSON GOALS

GOAL OF LESSON 1A:

Provide students with an opportunity to *Observe* more closely the music they are learning for performance (“The Star-Spangled Banner” or a teacher-selected patriotic melody from the list).

GOAL OF LESSON 1B:

Provide students with an opportunity to *Reflect* on their performance literature by considering historical context and cultural significance of the piece.

GOAL OF LESSON 1C:

Provide students with an opportunity to ask and answer their own *Questions* about the piece of performance literature, with the expressed purpose of creating more meaningful musical experiences.

GOAL OF LESSON 2A:

Provide students with an opportunity to *Observe* more closely a patriotic melody of their choosing to enhance their understanding and performance of selected choral works.

GOAL OF LESSON 2B:

Provide students with and opportunity to Reflect on their patriotic melody selection by considering the historical context and cultural significance of a patriotic song of their choosing.

GOAL OF LESSON 2C:

Provide students with an opportunity to ask and answer their own *Questions* about a patriotic melody of their choosing and identify an appropriate event or circumstance where a performance of that piece would be appropriate.

NATIONAL CORE ARTS STANDARDS (2014)

(Each standard assessed in a lesson will be listed in the assessment criteria of that lesson. Essential Questions and Learning objectives will appear in each lesson)

SELECT:

- *Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. (MU:Re7.1.E.5a)*

ANALYZE:

- *Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. (MU:Re7.2.E.5a)*

INTERPRET:

- *Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. (MU:Re8.1.E.5a)*

EVALUATE:

- *Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. (MU:Re9.1.E.5a)*

ASSESSMENT STATEMENT

Worksheets and assessments are provided for each lesson along with grading rubrics modified from the NAFME Model Cornerstone Assessments (MCAs) at bit.ly/UsingModelCornerstoneAssessments.

The final assessment uses the RAFT Assessment. Information about the RAFT can be found in Doug Buehl's textbook *Classroom Strategies for Interactive Learning*:

Buehl, D. (2009). *Classroom Strategies for Interactive Learning* (3d ed.). Newark, DE: International Reading Association.

CHORUS RESPONDING UNIT, NOVICE LEVEL, LESSON 1A

ESSENTIAL QUESTION

Specifically, which Essential Questions from the unit will be addressed in this portion of the learning plan?

EQ 1 (SELECT): HOW DO INDIVIDUALS CHOOSE MUSIC TO EXPERIENCE?

EQ 2 (Analyze): How does understanding the structure and context of the music influence a response?

EQ 3 (Interpret): How do we discern the musical creators' and performers' expressive intent?

EQ 4 (Evaluate): How do we judge the quality of musical work(s) and performance(s)?

Note: Only the bolded EQ is assessed in this lesson. All EQs are listed should you wish to extend lesson components to include them.

LEARNING OBJECTIVES

Posted in the classroom and written from the student's perspective, these questions or "I can" statements explicitly communicate to students the intended understandings or acquisitions for this learning experience.

- I can use critical thinking skills to make visual observations about a given piece of music.
- I can use critical thinking skills to make aural (sound) observations about a given piece of music.
- I can visually identify and correctly define musical aspects of a given piece of music.
- I can aurally (by listening) identify and correctly define musical aspects of a given piece of music.
- I can use information I learned through this project to create more meaningful performances.

REQUIRED MATERIALS

Include websites, links, technology hardware, music, worksheets, etc.

Patriotic Melodies: <http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>

Star-Spangled Banner: <http://memory.loc.gov/diglib/ihas/loc.natlib.ihas.200000017/default.html>

LOC Teachers Guide "Analyzing Sound Recordings":

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sound_Recordings.pdf

LOC Primary Source Analysis tool (for students as well as teachers)

* Digital: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

* PDF: http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

WORKSHEET 1A (PAPER COPY OR DIGITAL): INCLUDED WITH LESSON MATERIALS

Technological devices and Internet connection for students to access the Library of Congress online database.

ASSESSMENT TOOL

What exactly do I expect students to be able to do by the end of the lesson, and what assessment/s (formative and/or summative) will I use to collect and evaluate evidence of student learning?

STUDENTS WILL:

- use critical thinking skills to make visual observations about a given piece of music [time signatures, rhythmic values, tempo, instrumentation, voicing (men vs. women, unison vs. part singing, range, etc.)].
- use critical thinking skills to make aural (sound) observations about a given piece of music (time signatures, rhythmic values, tempo, instrumentation, voicing).
- visually identify and correctly define musical aspects of a given piece of music (form, dynamics, phrasing, etc.).
- aurally (by listening) identify and correctly define musical aspects of a given piece of music (form, dynamics, phrasing, etc.).
- use information learned through this project to create more meaningful performances.

STUDENT WORKSHEET:

OBSERVE WORKSHEET 1A

Examine the following questions either individually or in small groups. If working in small groups, compile your notes in order to share your responses with the class. The observations you make should include the cover page as well as the musical score.

LOOK

1. Describe what you see on the cover. What kind of design or image is printed on the document?

2. Does anything on the pages look strange or familiar? If so, what and why?

3. What names, places, or important information can you draw from the lyrics?

4. Do you see anything on the page besides text? If so, what, and what does it tell you about the piece of literature?

5. What other details do you notice?

LISTEN

Your teacher will play a recording or recordings for the class. Wait to answer these questions until you hear the recording(s). You may also reference the score to answer these questions as well.

6. Describe the tempo of this piece. How is the tempo important to the piece of music?

7. What instruments are used in the piece of music? Do they sound old or new?

8. Are the rhythms simple or complex?

9. Is the song in parts or unison?

10. Are the rhythms happening at the same time, or does everyone seem to be singing/playing different rhythms at different times?

11. What is the time signature of the piece of music? How does that affect the piece?

12. What are the vocal ranges sung by each section?

13. If you know the melody, sing or hum it. What do you notice about how it sounds?

14. What do you notice now that you didn't notice earlier?

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Observations identified an awareness of musical terms and symbols, along with repetition, similarities, and differences in the music, but specific areas were inconclusive.	Observations identified an awareness of musical terms and symbols along with repetition, similarities, and differences with the ability to identify one specific area.	Observations identified several musical terms and symbols along with repetition, similarities, and differences with a novice depth of recognition.	Observations identified an intermediate depth of recognition and understanding of the musical terms, symbols, repeated elements and similarities and differences in the piece of literature.	<i>Analyze:</i> <i>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i> <i>(MU:Re7.2.E.5a)</i>

GOAL OF LESSON 1A:

Provide students with an opportunity to Observe more closely the music they are learning for performance ("The Star-Spangled Banner" or a teacher-selected patriotic melody from the list).

LESSON DEVELOPMENT: *What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

You may choose to break the lesson into smaller portions to be done over the course of 1–2 class periods, or completed in full during a single class period. Potential break points are indicated in the lesson sequence. Although group work is encouraged in this sequence, students can perform all steps individually. Additionally, the first step of the sequence can be completed outside of class.

SEQUENTIAL PROCEDURES

LESSON 1A

1. Split students into small groups (3–5), and ask them to complete the Observe Worksheet 1A for "The Star-Spangled Banner" (or another patriotic piece you are currently rehearsing, provided it is in the LOC's list of Patriotic Melodies). A recording of "The Star-Spangled Banner" (or patriotic piece you selected) should also be played at a point of your choosing while students are filling out their worksheets.

The Library of Congress (LOC) has recordings of several patriotic songs, which you can find here: <http://memory.loc.gov/diglib/ihis/html/patriotic/patriotic-home.html>

If the patriotic piece you are performing is not on the list, you should use "The Star-Spangled Banner" for the first portion of this assignment. Star Spangled Banner information can be found here: <http://memory.loc.gov/diglib/ihis/loc.natlib.ihis.200000017/default.html>

You should select the song you want by clicking on it, and then once that page appears you can locate available files and other helpful resources on each page. Students should use the provided links in to complete the Observe Worksheet 1A. There are sound recordings, photographs, and in some cases, video clips. Most pages also have additional resources that students can peruse, including a section titled, “Learn More About It”. You should spend some time familiarizing yourself with the formatting of each page so you can help facilitate student questions. Some of the pages have vast resources.

Disclaimer: There are open discussion boards in some of links, so you should be prepared for students to find contradictory information or discussion posts where respondents have differing opinions.

OBSERVE: *Students should be encouraged to examine the following resources during their group discussion and compile their notes in order to share their responses with the class. These prompts (from the Observe Worksheet) can be shown on a projection or classroom board, or provided to students online or in a printed handout. You may use your own, school-provided scores but should also use the aural and visual aids provided through the LOC website for your lessons.*

LOC RESOURCES [SSB = “The Star-Spangled Banner”]

- SSB Original Score (recommended sample):
- <http://memory.loc.gov/diglib/ihis/loc.natlib.ihis.200215802/zoom.html?page=1&from=pagereturner>
- SSB Song Sheet (recommended sample):
- <http://memory.loc.gov/diglib/ihis/loc.rbc.amss.cw105720/zoom.html?page=1&from=pagereturner>
- SSB Recording: (recommended samples):
 - The Diamond Four (vocal),
<http://memory.loc.gov/natlib/ihis/service/ssbanner/100000222/100000222.mp3>
 - Sousa’s Band (instrumental),
<http://memory.loc.gov/natlib/ihis/service/ssbanner/100000221/100000221.mp3>(There are several other options available for your consideration. These are provided to you if you do not want to take the time to peruse all the available options.)

OBSERVE WORKSHEET 1A (PROVIDED)

Look: (5 minutes)

Listen: (Play recording) (6–8 minutes)

Overview: (1–2 minutes)

(12–15 minutes total individual/small group work time; this step can be done outside of class time)

(---Potential Break Point---)

2. Once students complete the Observe Worksheet 1A, or the following class period, students who worked in small groups should appoint one representative from their group to share their findings. These can be written on the board, e-mailed to the teacher for compilation, or verbally shared with the class (10–15 minutes should be allotted to share the information with the class regardless of the approach used).

Highlighting three aspects of the discussion, sing the piece of literature (5 minutes).

The teacher should keep a record of student responses and place them in a handout or provide them to students digitally. (Students should hand in their notes or e-mail them to the teacher for compilation.)

LESSON CLOSURE NOTES: *Exactly what summary activity, questions, and/or discussion will close the lesson and connect big ideas? List the questions. Provide a foreshadowing of tomorrow, individual assignments, etc.*

- Based on student responses, synthesize the information covered during group discussions, and encourage students to reflect on how they can personally use this information to inform their performance of the piece of literature.
- Outline homework assignments or tomorrow's lesson components.

RESOURCES: SOME SUGGESTED LINKS FOR STUDENTS:

- Whitney Houston performance of "The Star-Spangled Banner" in a modified time signature: https://www.youtube.com/watch?v=N_ICmBvYMRs
- Jimi Hendrix Anthem: <https://www.youtube.com/watch?v=GdGkvRrwLI4>
- "The Star-Spangled Banner" performed in a minor key: <https://www.youtube.com/watch?v=WPRkpl8lyyY>

CHORUS RESPONDING UNIT, NOVICE LEVEL, LESSON 1B

ESSENTIAL QUESTIONS

Specifically, which essential question(s) (from the unit) will be addressed in this portion of the learning plan?

EQ 1 (Select): How do individuals choose music to experience?

EQ 2 (ANALYZE): HOW DOES UNDERSTANDING THE STRUCTURE AND CONTEXT OF THE MUSIC INFLUENCE A RESPONSE?

EQ 3 (INTERPRET): HOW DO WE DISCERN THE MUSICAL CREATORS' AND PERFORMERS' EXPRESSIVE INTENT?

EQ 4 (Evaluate): How do we judge the quality of musical work(s) and performance(s)?

Note: Only bolded EQs are assessed in this lesson. All EQs are listed should you wish to extend lesson components to include them.

LEARNING OBJECTIVES

Posted in the classroom and written from the student's perspective, these questions or "I can" statements explicitly communicate to students the intended understandings or acquisitions for this learning experience.

- I can use critical thinking skills to identify what the composer had in mind when creating this piece of music.
- I can use critical thinking skills to identify what the original performers had in mind when performing this piece of music.
- I can compare and contrast the piece of music with other art forms from the same time period.
- I can compare and contrast the piece of music to significant historical events from the same time period.
- I can use information I learned through this project to create more meaningful performances.

REQUIRED MATERIALS

Include websites, links, technology hardware, music, worksheets, etc.

Patriotic Melodies: <http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>

Star Spangled Banner: <http://memory.loc.gov/diglib/ihas/loc.natlib.ihas.200000017/default.html>

LOC Teachers Guide "Analyzing Sound Recordings":

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sound_Recordings.pdf

LOC Primary Source Analysis tool (for students as well as teachers)

* Digital: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

* PDF: http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

Worksheet 1B (hard copy or digital): Included with lesson materials

Technological devices and an Internet connection for students to access the Library of Congress online database.

ASSESSMENT TOOL

What exactly do I expect students to be able to do by the end of the lesson, and how will I formatively collect and evaluate evidence of student success?

STUDENTS WILL:

- use critical thinking skills to identify what the composer had in mind when creating this piece of music (historical context for compositional elements and text selection).
- use critical thinking skills to identify what the original performers had in mind when performing this piece of music (historical elements that could influence performance practices; societal expectations, personal connection to the literature, etc.).
- compare and contrast the piece of music to other art forms from the same time period (visual art, artists, architecture, fashion, musicians).
- compare and contrast the piece of music to significant historical events from the same time period (war, leadership, industry).
- use information learned through this project to create more meaningful performances.

STUDENT WORKSHEET:

REFLECT WORKSHEET 1B

Examine the following questions either independently or in small groups. If working in small groups, compile your notes in order to share your responses with the class. Use the LOC and additional resources to answer these questions.

1. What was the purpose of this piece of music?

2. What was happening historically at this time?

3. Who do you think composed this piece of music or what is the origin of the melody?

4. Who do you think was intended to sing or play it?

5. How does the melody add to your understanding of the overall intent of the piece?

6. If someone created this today, what would be different?

7. Can you locate an art form from the same time period that seems to represent or mirror the piece of music? Describe how they relate to each other and highlight their similarities. This can be a painting, a poem, a sculpture, or a piece of architecture that you feel matches the music.

8. Why do you think this song was important? Is it still important today? What makes you say that?

9. What did you learn from examining this piece of music?

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Observations identified an awareness of musical information, but specific areas were inconclusive.	Observations identified an awareness of musical information with the ability to identify one specific area.	Observations identified several pieces of musical information with a novice depth of recognition.	Observations identified an intermediate depth of recognition and understanding of musical information in the piece of literature.	<i>Analyze:</i> <i>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i> (MU:Re7.2.E.5a)
Recognition of expressive intent and historical context was inconclusive.	References were made to expressive intent without tying them to other art forms or elements of historical significance.	References to historical context and other art forms were made to elements of music when identifying expressive intent.	References to historical context and other art forms were made to elements of music showing a level of understanding beyond novice when identifying expressive intent.	<i>Interpret:</i> <i>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</i> (MU:Re8.1.E.5a)

GOAL OF LESSON 1B:

Provide students with an opportunity to Reflect on their performance literature by considering historical context and cultural significance.

LESSON DEVELOPMENT: *What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

You may choose to break the lesson into smaller portions to be done over the course of 1–2 class periods, or completed in full during a single class period. Potential break points will be indicated in the lesson sequence. Although group work is encouraged in this sequence, students can perform all steps individually. Additionally, the first step of the sequence can be completed outside of class.

SEQUENTIAL PROCEDURES

LESSON 1B

1. Students should return to groups (same or different) to complete the Reflect Worksheet 1B, where they will draw connections to the culture during the time of the song's writing; specifically highlighting events of historical importance and contributions made by other art forms during that same time period. Students should use the LOC resources, but may supplement with additional online resources as needed.

(Repeated text from Lesson 1)

If the patriotic piece you are performing is not on the list, you should use "The Star-Spangled Banner" for the first portion of this assignment. Star-Spangled Banner information can be found here:

<http://memory.loc.gov/diglib/ihis/loc.natlib.ihis.200000017/default.html>

REFLECT: *Students should be encouraged to examine and answer the reflect questions (see Reflect Worksheet 1B) during their group discussion and compile their notes in order to share their responses with the class. The question prompts can be shown on a projection or classroom board, or provided to students online or in a printed handout.*

REFLECT WORKSHEET 1B (PROVIDED)

(20–30 minutes; this step can be done outside of class time)

(---Potential Break Point---)

2. Once students complete the Reflect Worksheet, or the following day, students who worked in small groups should appoint one representative from their group to share their findings. These can be written on the board, e-mailed to the teacher for compilation, or verbally shared with the class. (About 15–20 minutes should be allotted to share the information with the class regardless of the approach used.)

- Throughout the discussion, the teacher should look for opportunities to sing portions of the selected song in order to reinforce the discussion points.
- The teacher should keep a record of student responses and place them in a handout or provide them to students digitally. (Students should hand in their notes or e-mail them to the teacher for compilation).

LESSON CLOSURE NOTES: *Exactly what summary activity, questions, and/or discussion will close the lesson and connect big ideas? List the questions. Provide a foreshadowing of tomorrow, individual assignments, etc.*

Based on student responses, synthesize the information covered during group discussions and encourage students to reflect on how they can personally use this information to inform their performance of the piece of literature.

Outline homework assignments or tomorrow's lesson components.

CONSIDERATIONS FOR PLANNING

- **RESOURCES:**

- SOME SUGGESTED LINKS FOR STUDENTS:**

- * Darmon Meader Arrangement: https://www.youtube.com/watch?v=CsbRxfX_l-A
 - * Take 6: <https://www.youtube.com/watch?v=2qZe8aB7plU>

CHORUS RESPONDING UNIT, NOVICE LEVEL, LESSON 1C

ESSENTIAL QUESTIONS

Specifically, which essential question(s) (from the unit) will be addressed in this portion of the learning plan?

EQ 1 (Select): How do individuals choose music to experience?

EQ 2 (ANALYZE): HOW DOES UNDERSTANDING THE STRUCTURE AND CONTEXT OF THE MUSIC INFLUENCE A RESPONSE?

EQ 3 (INTERPRET): HOW DO WE DISCERN THE MUSICAL CREATORS' AND PERFORMERS' EXPRESSIVE INTENT?

EQ 4 (Evaluate): How do we judge the quality of musical work(s) and performance(s)?

Note: Only bolded EQs are assessed in this lesson. All EQs are listed should you wish to extend lesson components to include them.

LEARNING OBJECTIVES

Posted in the classroom and written from the student's perspective, these questions or "I can" statements explicitly communicate to students the intended understandings or acquisitions for this learning experience.

- I can use information I already know to create my own questions about a piece of music.
- I can answer my own questions by connecting information I already know with new information.
- I can use information I learned through this project to create more meaningful performances by identifying the expressive intent of the composer.

REQUIRED MATERIALS

Include websites, links, technology hardware, music, worksheets, etc.

Patriotic Melodies: <http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>

"The Star-Spangled Banner":

<http://memory.loc.gov/diglib/ihas/loc.natlib.ihas.200000017/default.html>

LOC Teachers Guide "Analyzing Sound Recordings":

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sound_Recordings.pdf

LOC Primary Source Analysis tool (for students as well as teachers)

- * Digital: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

- * PDF: http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

Worksheet 1C and Lesson 1 Summative Assessment (paper copy or digital):

Included with lesson materials

Technological devices and Internet accessibility for students to access the Library of Congress online database.

ASSESSMENT TOOL

What exactly do I expect students to be able to do by the end of the lesson, and how will I formatively collect and evaluate evidence of student success?

STUDENTS WILL:

- use information they already know to create their own questions about a piece of music.
- answer their own questions by connecting information already learned with new information.
- use information previously learned through this project to create more meaningful performances by identifying the expressive intent of the composer.

STUDENT WORKSHEET:

QUESTION WORKSHEET 1C

In considering the work you have done so far, independently examine the following and compile your notes in order to share your responses with the class. This information, as well as information from previous worksheets will inform your final written report.

Please select two of the following word prompts (who, what, when, where, why, how). Write questions based on the first word, and attempt to answer your own questions.

1a. Who _____ ?

1b. What _____ ?

1c. When _____ ?

1d. Where _____ ?

1e. Why _____ ?

1f. How _____ ?

2. What do you wonder about?

LESSON 1 SUMMATIVE ASSESSMENT

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Observations identified an awareness of musical terms and symbols, along with repetition, similarities, and differences in the music, but specific areas were inconclusive.	Observations identified an awareness of musical terms and symbols along with repetition, similarities, and differences with the ability to identify one specific area.	Observations identified several musical terms and symbols along with repetition, similarities, and differences with a novice depth of recognition.	Observations identified an intermediate depth of recognition and understanding of the musical terms, symbols, repeated elements and similarities and differences in the piece of literature.	<i>Analyze:</i> <i>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i> <i>(MU:Re7.2.E.5a)</i>
Recognition of expressive intent was inconclusive.	References were made to expressive intent without tying them to other art forms or elements of historical significance.	References to historical context and other art forms were made to elements of music when identifying expressive intent.	References to historical context and other art forms were made to elements of music showing a level of understanding beyond novice when identifying expressive intent.	<i>Interpret:</i> <i>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</i> <i>(MU:Re8.1.E.5a)</i>

GOAL OF LESSON 1C: Provide students with an opportunity to ask and answer their own *Questions* about the piece of performance literature with the expressed purpose of creating more meaningful musical experiences.

LESSON DEVELOPMENT: *What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

You may choose to break the lesson into smaller portions to be done over the course of 1–2 class periods, or completed in full during a single class period. Potential break points will be indicated in the lesson sequence. Although group work is encouraged in this sequence, students can perform all steps individually. Additionally, the first step of the sequence can be completed outside of class.

SEQUENTIAL PROCEDURES

LESSON 1C

1. Students should individually complete the following prompts, although groups would also work for this portion of the assignment. The Question Worksheet 1C can be completed outside of class time, or class time can be provided to students to complete this assignment.

QUESTION: *Students should be encouraged to examine the Question Worksheet 1C and compile their notes in order to share their responses with the class. These prompts can be shown on a projection or classroom board, or provided to students online or in a printed handout. Teachers might begin with a few sample questions. (Who might be opposed to performing this piece of music? What words might you change to make this more relevant today? When was the last time you heard this piece of music? Where would this have been performed first? How might a much faster or slower tempo change the mood of this piece?)*

QUESTION WORKSHEET 1C (PROVIDED) (15 minutes)

(---Potential Break Point---)

2. At the conclusion of the discussion, or the following day, students should be prepared to share their findings. These can be written on the board, e-mailed to the teacher for compilation, or verbally shared with the class. (Time is dependent on class size and teacher preference.)

- Throughout the discussion, the teacher should look for opportunities to sing portions of the selected song in order to reinforce the discussion points.
- The teacher should keep a record of student responses and place them in a handout or provide them to students digitally. (Students should hand in their notes or e-mail them to the teacher for compilation).

LESSON CLOSURE NOTES: *Exactly what summary activity, questions, and/or discussion will close the lesson and connect big ideas? List the questions. Provide a foreshadowing the next lesson, individual assignments, etc.*

Based on student responses, synthesize the information covered during group discussions and encourage students to reflect on how they can personally use this information to inform their performance of the piece of literature.

Outline homework assignments or tomorrow's lesson components.

CONSIDERATIONS FOR PLANNING

- Programming a performance of "The Star-Spangled Banner" at a school event during the time of this lesson would reinforce lesson concepts and provide students an opportunity to apply their knowledge through a performance opportunity.

CHORUS RESPONDING UNIT, NOVICE LEVEL, LESSON 2A

ESSENTIAL QUESTIONS

Specifically, which essential question(s) from the unit will be addressed in this portion of the learning plan?

EQ 1 (Select): How do individuals choose music to experience?

EQ 2 (ANALYZE): HOW DOES UNDERSTANDING THE STRUCTURE AND CONTEXT OF THE MUSIC INFLUENCE A RESPONSE?

EQ 3 (Interpret): How do we discern the musical creators' and performers' expressive intent?

EQ 4 (Evaluate): How do we judge the quality of musical work(s) and performance(s)?

Note: Only bolded EQs are assessed in this lesson. All EQs are listed should you wish to extend lesson components to include them.

LEARNING OBJECTIVES

Posted in the classroom and written from the student's perspective, these questions or "I can" statements explicitly communicate to students the intended understandings or acquisitions for this learning experience.

- I can use critical-thinking skills to make visual observations about a given piece of music.
- I can use critical-thinking skills to make aural (sound) observations about a given piece of music.
- I can visually identify and correctly define musical aspects of a given piece of music.
- I can aurally (by listening) identify and correctly define musical aspects of a given piece of music.
- I can use information I learned through this project to create more meaningful performances.

REQUIRED MATERIALS

Include websites, links, technology hardware, music, worksheets, etc.

Patriotic Melodies: <http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>

LOC Teachers Guide “Analyzing Sound Recordings”:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sound_Recordings.pdf

LOC Primary Source Analysis tool (for students as well as)

- * Digital: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

- * PDF: http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

Worksheet 2A (hard copy or digital): Included with lesson materials

Technological devices and an Internet connection for students to access the Library of Congress (LOC) online database.

ASSESSMENT TOOL

What exactly do I expect students to be able to do by the end of the lesson, and how will I formatively collect and evaluate evidence of student success?

STUDENTS WILL:

- use critical-thinking skills to make visual observations about a given piece of music (time signatures, rhythmic values, tempo, instrumentation, voicing, range, etc.).
- use critical-thinking skills to make aural (sound) observations about a given piece of music (time signatures, rhythmic values, tempo, instrumentation, voicing-men vs. women, unison vs. part singing, range, etc.).
- visually identify and correctly define musical aspects of a given piece of music (form, dynamics, phrasing, etc.).
- aurally (by listening) identify and correctly define musical aspects of a given piece of music (form, dynamics, phrasing, etc.).
- use information learned through this project to create more meaningful performances.

STUDENT WORKSHEET:

OBSERVE WORKSHEET 2A

Examine the following questions either individually or in small groups. If working in small groups, compile your notes in order to share your responses with the class. This lesson follows the same format from Lesson 1A, but includes an additional section at the end where you will compare and contrast the song from Lesson 1 with the song you selected for Lesson 2. The observations you make should include the cover page as well as the musical score.

LOOK

1. Describe what you see on the cover. What kind of design or image is printed on the document?

2. Does anything on the pages look strange or familiar? If so, what and why?

3. What names, places, or important information can you draw from the lyrics?

4. Do you see anything on the page besides text? If so, what and what does it tell you about the piece of literature?

5. What other details do you notice?

LISTEN

Your teacher will play a recording for the class. Wait to answer these questions until you hear the recording. You may also reference the score to answer these questions as well.

6. Describe the tempo of this piece? How is the tempo important to the piece of music?

7. What instruments are used in the piece of music? Do they sound old or new?

8. Are the rhythms simple or complex?

9. Is the song in parts or unison?

10. Are the rhythms happening at the same time, or does everyone seem to be playing/singing different rhythms at different times?

11. What is the time signature of the piece of music? How does that affect the piece?

12. What are the vocal ranges sung by each section?

13. If you know the melody, sing or hum it. What do you notice about how it sounds?

14. What do you notice now that you didn't notice earlier?

COMPARE AND CONTRAST

Using the information you gathered during Lesson 1 (“The Star-Spangled Banner” or teacher-selected piece), you will compare and contrast both the recordings and the sheet music looking for similarities and differences.

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Observations identified an awareness of musical terms and symbols, along with repetition, similarities, and differences in the music, but specific areas were inconclusive.	Observations identified an awareness of musical terms and symbols along with repetition, similarities, and differences with the ability to identify one specific area.	Observations identified several musical terms and symbols along with repetition, similarities, and differences with a novice depth of recognition.	Observations identified an intermediate depth of recognition and understanding of the musical terms, symbols, repeated elements and similarities and differences in the piece of literature.	<i>Analyze:</i> <i>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i> <i>(MU:Re7.2.E.5a)</i>

GOAL OF LESSON 2A: Provide students with an opportunity to Observe more closely a patriotic melody of their choosing to enhance their understanding and performance of selected choral works.

LESSON DEVELOPMENT: *What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

You may choose to break the lesson into smaller portions to be done over the course of 1–2 class periods, or completed in full during a single class period. Potential break points will be indicated in the lesson sequence. Although group work is encouraged in this sequence, students can perform all steps individually. Additionally, the first step of the sequence can be completed outside of class.

SEQUENTIAL PROCEDURES

LESSON 2A

1. Split students into small groups (3–5). These can be the same groups they were working in for Lesson 1 or these can be new groups; students could also work individually. Students should go to the LOC site for Patriotic Melodies and select a piece they would like to study.

LOC Patriotic Melodies: <http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>

Aligning with the work they did previously in Lesson 1, students should complete the Observe Worksheet for their new selection. It should be noted that there is an additional component to this step of the Observe process that will include comparing and contrasting their selection with the song used in Lesson 1.

*Once students select a piece, they should click on it, which will direct them to information about that specific selection. Audio recordings along with other available resources can be found along the left-hand margin and at the bottom of the page. Students should use these links in order to complete the Observe Worksheet. Students will also need to listen to recordings during this portion of the lesson so headphones, speakers, or a large room to accommodate the increase in volume would be advised.

OBSERVE: Students should be encouraged to examine the Observe Worksheet 2A during their group discussion and compile their notes in order to share their responses with the class. These prompts can be shown on a projection or classroom board, or provided to students online or in a printed handout. Students should be encouraged to use the aural and visual aids along with the supplemental links located on each page.

LOC Patriotic Melodies: <http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>

OBSERVE WORKSHEET 2A (PROVIDED)

Look: (5 minutes)

Listen: (Play recording) (6–8 minutes)

Overview: (1–2 minutes)

Compare/Contrast: (8–10 minutes)

20–25 minutes total group discussion; this step can be done outside of class time.

(---Potential Break Point---)

2. At the conclusion of step one, or the following day, students who worked in small groups should appoint one representative from their song selection and highlight one aspect that they found most interesting. These can be written on the board, e-mailed to the teacher for compilation, or verbally shared with the class. [10–15 minutes should be allotted to share the information with the class regardless of the approach used]

*The teacher should keep a record of student responses and place them in a handout or provide them to students digitally. (Students should hand in their notes or e-mail them to the teacher for compilation.)

LESSON CLOSURE NOTES: *Exactly what summary activity, questions, and/or discussion will close the lesson and connect big ideas? List the questions. Provide a foreshadowing of tomorrow, individual assignments, etc.*

Based on student responses, synthesize the information covered during group discussions and encourage students to reflect on how they can personally use this information to inform their performance of the piece of literature.

Outline homework assignments or tomorrow's lesson components.

CONSIDERATIONS FOR PLANNING

- Star-Spangled Banner reference for compare/contrast:
<http://memory.loc.gov/diglib/ihas/loc.natlib.ihas.200000017/default.html>
- Students may also choose to research some of the other patriotic melodies:
<http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>

CHORUS RESPONDING UNIT, NOVICE LEVEL, LESSON 2B

ESSENTIAL QUESTIONS

Specifically, which essential question(s) from the unit will be addressed in this portion of the learning plan?

EQ 1 (Select): How do individuals choose music to experience?

EQ 2 (ANALYZE): HOW DOES UNDERSTANDING THE STRUCTURE AND CONTEXT OF THE MUSIC INFLUENCE A RESPONSE?

EQ 3 (INTERPRET): HOW DO WE DISCERN THE MUSICAL CREATORS' AND PERFORMERS' EXPRESSIVE INTENT?

EQ 4 (Evaluate): How do we judge the quality of musical work(s) and performance(s)?

Note: Only bolded EQs are assessed in this lesson. All EQs are listed should you like to extend lesson components to include them.

LEARNING OBJECTIVES

Posted in the classroom and written from the student's perspective, these questions or "I can" statements explicitly communicate to students the intended understandings or acquisitions for this learning experience.

- I can use critical thinking skills to identify what the composer had in mind when creating this piece of music.
- I can use critical thinking skills to identify what the original performers had in mind when performing this piece of music.
- I can compare and contrast the piece of music to other art forms from the same time period.
- I can compare and contrast the piece of music to significant historical events from the same time period.
- I can use information I learned through this project to create more meaningful performances.

REQUIRED MATERIALS

Include websites, links, technology hardware, music, worksheets, etc.

Patriotic Melodies: <http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>

LOC Teachers Guide "Analyzing Sound Recordings":

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sound_Recordings.pdf

LOC Primary Source Analysis tool (for students as well as teachers)

* Digital: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

* PDF: http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

Worksheet 2B (hard copy or digital): Included with lesson materials

Technological devices and Internet accessibility for students to access the Library of Congress (LOC) online database.

ASSESSMENT TOOL

What exactly do I expect students to be able to do by the end of the lesson, and how will I formatively collect and evaluate evidence of student success?

STUDENTS WILL:

- use critical thinking skills to identify what the composer had in mind when creating this piece of music (historical context for compositional elements and text selection).
- use critical thinking skills to identify what the original performers had in mind when performing this piece of music (historical elements that could influence performance practices; societal expectations, personal connection to the literature, etc.).
- compare and contrast the piece of music to other art forms from the same time period (visual art, artists, architecture, fashion, musicians).
- compare and contrast the piece of music to significant historical events from the same time period (war, leadership, industry).
- use information learned through this project to create more meaningful performances.

STUDENT WORKSHEET:

REFLECT WORKSHEET 2B

Examine the following questions either independently or in small groups. If working in small groups, compile your notes in order to share your responses with the class. This lesson follows the same format as Lesson 1. Use the LOC and additional resources to answer these questions.

1. What was the purpose of this piece of music?

2. What was happening in history at this time?

3. Who do you think composed this piece of music or what is the origin of the melody?

4. Who do you think was intended to sing or play it?

5. How does the melody add to your understanding of the overall intent of the piece?

6. If someone created this today, what would be different?

7. Can you locate an art form from the same time period that seems to represent or mirror the piece of music? Describe how they relate and highlight their similarities.

This can be a painting, a poem, a sculpture, or a piece of architecture that you feel matches the music.

8. Why do you think this song was important? Is it still important today? What makes you say that?

9. What did you learn from examining this piece of music?

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Observations identified an awareness of musical information, but specific areas were inconclusive.	Observations identified an awareness of musical information with the ability to identify one specific area.	Observations identified several pieces of musical information with a novice depth of recognition.	Observations identified an intermediate depth of recognition and understanding of musical information in the piece of literature.	<i>Analyze:</i> <i>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i> <i>(MU:Re7.2.E.5a)</i>
Recognition of expressive intent and historical context was inconclusive.	References were made to expressive intent without tying them to other art forms or elements of historical significance.	References to historical context and other art forms were made to elements of music when identifying expressive intent.	References to historical context and other art forms were made to elements of music showing a level of understanding beyond novice when identifying expressive intent.	<i>Interpret:</i> <i>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</i> <i>(MU:Re8.1.E.5a)</i>

GOAL OF LESSON 2B: Provide students with an opportunity to Reflect on their patriotic melody selection by considering the historical context and cultural significance of a patriotic song of their choosing.

LESSON DEVELOPMENT: *What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

You may choose to break the lesson into smaller portions to be done over the course of 1–2 class periods, or completed in full during a single class period. Potential break points will be indicated in the lesson sequence. Although group work is encouraged in this sequence, students can perform all steps individually. Additionally, the first step of the sequence can be completed outside of class.

SEQUENTIAL PROCEDURES

LESSON 2B

1. Students should return to the same groups from lesson 2A to draw connections to the culture during the time of the song’s writing, specifically highlighting events of historical importance and contributions made by other art forms during that same time period. Students can find supplemental links on the page of their selection that will aid them in this process. Students should be encouraged to use the LOC resources first, but may supplement with additional online resources as needed.

REFLECT: *Students should be encouraged to examine the Reflect Worksheet 2B during their group discussion and compile their notes in order to share their responses with the class. These prompts can be shown on a projection or classroom board, or provided to students online or in a printed handout.*

REFLECT WORKSHEET 2B (PROVIDED)

(20–30 minutes—This step can be done outside of class time.)

(---Potential Break Point---)

2. At the conclusion of the discussion, or the following day, students who worked in small groups should appoint one representative from their group to share their findings. These can be written on the board, e-mailed to the teacher for compilation, or verbally shared with the class (15–20 minutes should be allotted to share the information with the class regardless of the approach used).

*The teacher should keep a record of student responses and place them in a handout or provide them to students digitally. (Students should hand in their notes or e-mail them to the teacher for compilation.)

LESSON CLOSURE NOTES: *Exactly what summary activity, questions, and/or discussion will close the lesson and connect big ideas? List the questions. Provide a foreshadowing of tomorrow, individual assignments, etc.*

Based on student responses, synthesize the information covered during group discussions and encourage students to reflect on how they can personally use this information to inform their performance of the piece of literature. Outline homework assignments or tomorrow's lesson components.

CONSIDERATIONS FOR PLANNING

- Star-Spangled Banner reference:
<http://memory.loc.gov/diglib/ihas/loc.natlib.ihas.200000017/default.html>
- Students may also choose to research some of the other patriotic melodies:
<http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>

Students may want to search for alternate versions of their selected patriotic melody to share with the class.

CHORUS RESPONDING UNIT, NOVICE LEVEL, LESSON 2C

ESSENTIAL QUESTIONS

Specifically, which essential question(s) from the unit will be addressed in this portion of the learning plan?

EQ 1 (SELECT): How do individuals choose music to experience?

EQ 2 (ANALYZE): How does understanding the structure and context of the music influence a response?

EQ 3 (INTERPRET): How do we discern the musical creators' and performers' expressive intent?

EQ 4 (EVALUATE): How do we judge the quality of musical work(s) and performance(s)?

LEARNING OBJECTIVES

Posted in the classroom, and written from the student's perspective, these questions or "I can" statements explicitly communicate to students the intended understandings or acquisitions for this learning experience.

- I can use information I already know to create my own questions about a piece of music.
- I can answer my own questions by connecting information I already know with new information.
- I can choose an appropriate event where my song choice should be performed.
- I can use information I learned through this project to create more meaningful performances.

REQUIRED MATERIALS

Include websites, links, technology hardware, music, worksheets, etc.

Patriotic Melodies: <http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>

LOC Teachers Guide "Analyzing Sound Recordings":

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sound_Recordings.pdf

LOC Primary Source Analysis tool (for students as well as teachers)

* Digital: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

* PDF: http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

Worksheet 2C and Lesson 2 Summative Assessment (paper copy or digital): Included with lesson materials

Technological devices and Internet connection for students to access the Library of Congress (LOC) online database.

ASSESSMENT TOOL

What exactly do I expect students to be able to do by the end of the lesson, and how will I formatively collect and evaluate evidence of student success?

STUDENTS WILL:

- use information already learned to create their own questions about a piece of music
- answer their own questions by connecting information already learned with new information.
- choose an appropriate event where their song choice should be performed
- use information learned through this project to create more meaningful performances.

STUDENT WORKSHEET:

QUESTION WORKSHEET 2C

In considering the work you have done so far, independently examine the following and compile your notes in order to share your responses with the class. This information, as well as information from previous worksheets will inform your final written report.

Please select two of the following word prompts (who, what, when, where, why, how). Write questions based on the first word, and attempt to answer your own questions.

1a. Who _____ ?

1b. What _____ ?

1c. When _____ ?

1d. Where _____ ?

1e. Why _____ ?

1f. How _____ ?

2. What do you wonder about?

SUMMATIVE ASSESSMENT OPTION:

STUDENT ANALYSIS TOOL LESSON 2 SUMMATIVE ASSESSMENT RAFT(T) ASSESSMENT

GOAL: To demonstrate depth of understanding on a given topic.

PRESENTATION: Students should compare and contrast their selected song with “The Star-Spangled Banner,” discuss what types of musical techniques were used to convey the original message, discuss the effectiveness and relevance of the message (depending on the time period selected), and provide new information to their intended audience.

METHOD:

- Choose a **R**ole
 - * newspaper reporter
 - * dueling musicians
 - * actors in a play
 - * TV personalities
 - * cool history teacher
 - * YouTuber/podcaster
 - * other role
- Choose an **A**udience
 - * newspaper readers
 - * concert and theatre audience
 - * TV watcher
 - * students
 - * other audience
- Choose a **F**ormat
 - * letter to editor/ headline article
 - * TV interview
 - * concert performance
 - * other format
- Choose your **T**opic(s)
 - * text
 - * melody
 - * historical context

- Choose your **T**ime period to present
 - * past
 - * present
 - * future

DELIVERY: Delivery depends on your role, format, audience, and topic. You may record a TV broadcast, perform a guided concert for your peers, present your written word, etc.

ESSENTIALS:

- Compare and Contrast

Discuss the techniques (musical characteristics) the creator used to convey the message

- Discuss the effectiveness of the message
- Inform the audience about your topic through the music and your explanation of the music

RAFT CITATION:

Buehl, D. (2009). *Classroom Strategies for Interactive Learning* (3d ed.). Newark, DE: International Reading Association.

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Reasons for selecting the music were incomplete and showed limited connection to the chosen time period.	Reasons for selecting the music were general and not clearly defined as to the chosen time period.	Reasons for selecting the music were clearly defined and connected to the chosen time period.	Reasons for selecting the music demonstrated intermediate level insight into the chosen time period.	<i>Select:</i> <i>Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</i> (MU:Re7.1.E.5a)
Musical aspects and appropriate context were highlighted, but no specific examples were included.	Musical aspects and appropriate context were highlighted, but specific examples were limited.	Musical aspects and appropriate context were highlighted, and specific examples were included.	Musical aspects and appropriate context were highlighted with detailed elaboration and specific and appropriate examples were included.	<i>Analyze:</i> <i>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i> (MU:Re7.2.E.5a)
Recognition of expressive intent was inclusive.	References were made to expressive intent without tying them to other art forms or elements of historical significance.	References to historical context and other art forms were made to elements of music when identifying expressive intent.	References to historical context and other art forms were made to elements of music showing a level of understanding beyond novice when identifying expressive intent.	<i>Interpret:</i> <i>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</i> (MU:Re8.1.E.5a)

GOAL OF LESSON 2C: Provide students with an opportunity to ask and answer their own Questions about a patriotic melody of their choosing and identify an appropriate event or circumstance where a performance of that piece would be appropriate.

LESSON DEVELOPMENT: *What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*

You may choose to break the lesson into smaller portions to be done over the course of 1–2 class periods, or completed in full during a single class period. Potential break points will be indicated in the lesson sequence. Although group work is encouraged in this sequence, students can perform all steps individually. Additionally, the first step of the sequence can be completed outside of class.

SEQUENTIAL PROCEDURES

LESSON 2C

1. Students should individually complete the Question Worksheet 2C writing prompts. These can be completed outside of class time, or class time can be provided to students to complete this assignment.

QUESTION: *Students should be encouraged to independently examine the Question Worksheet 2C and compile their notes in order to share their responses with the class. These prompts can be shown on a projection or classroom board, or provided to students online or in a printed handout.*

QUESTION WORKSHEET 2C (PROVIDED)

(15 minutes)

(---Potential Break Point---)

SUMMATIVE ASSESSMENT (Presentation type is up to teacher preference—Rubric Provided)

(Lesson duration is teacher dependent.)

2. Once students have completed all steps, they should determine an occasion that would be appropriate for their song selection to be performed. This could be a current event, or they could select another point in history when a performance of their piece would be most appropriate. Students should use their compiled notes to evaluate the quality of their chosen piece of music and provide a position statement on whether the song still has merit and value today. Students should prepare a 5–10-minute presentation of the information they obtained about their selection that would include a rationale for their proposed performance.

*Presentations can be completed during class time so all students can learn about the different patriotic melodies, or projects can be completed outside of class time and made available to the teacher and students. Presentations can be recorded using an online recording program, or audio- or video-recorded on a mobile device. Finished projects could be e-mailed to the teacher or posted online for students and parents to view. Students should be encouraged to properly cite their information sources somewhere in their project.

LESSON CLOSURE NOTES: *Exactly what summary activity, questions, and/or discussion will close the lesson and connect big ideas? List the questions. Provide a foreshadowing of tomorrow, individual assignments, etc.*

Based on student responses, synthesize the information covered during group discussions and encourage students to reflect on how they can personally use this information to inform their performance of the piece of literature. Outline homework assignments or tomorrow's lesson components.

CONSIDERATIONS FOR PLANNING

- Star-Spangled Banner reference:
<http://memory.loc.gov/diglib/ihas/loc.natlib.ihas.200000017/default.html>
- Students may also choose to research some of the other patriotic melodies:
<http://memory.loc.gov/diglib/ihas/html/patriotic/patriotic-home.html>
- As an extension, students could create their own arrangements of their chosen patriotic melodies. Students can alter instrumentation, meter, tempo, melody, harmony, etc. This can be done individually or in groups and need not include the entire song. Students are encouraged to provide a rationale for their choices that uses information they have learned throughout the unit.

STUDENT WORKSHEET:

OBSERVE WORKSHEET 1A

Examine the following questions either individually or in small groups. If working in small groups, compile your notes in order to share your responses with the class. The observations you make should include the cover page as well as the musical score.

Look

1. Describe what you see on the cover. What kind of design or image is printed on the document?

2. Does anything on the pages look strange or familiar? If so, what and why?

3. What names, places, or important information can you draw from the lyrics?

4. Do you see anything on the page beside text? If so, what, and what does it tell you about the piece of literature?

5. What other details do you notice?

Listen

Your teacher will play a recording or recordings for the class. Wait to answer these questions until you hear the recording(s). You may also reference the score to answer these questions as well.

6. Describe the tempo of this piece? How is the tempo important to the piece of music?

7. What instruments are used in the piece of music? Do they sound old or new?

8. Are the rhythms simple or complex?

9. Is the song in parts or unison?

10. Are the rhythms happening at the same time, or does everyone seem to be singing/playing different rhythms at different times?

11. What is the time signature of the piece of music? How does that affect the piece?

12. What are the vocal ranges sung by each section?

13. If you know the melody, sing or hum it. What do you notice about how it sounds?

14. What do you notice now that you didn't notice earlier?

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Observations identified an awareness of musical terms and symbols, along with repetition, similarities, and differences in the music, but specific areas were inconclusive.	Observations identified an awareness of musical terms and symbols along with repetition, similarities, and differences with the ability to identify one specific area.	Observations identified several musical terms and symbols along with repetition, similarities, and differences with a novice depth of recognition.	Observations identified an intermediate depth of recognition and understanding of the musical terms, symbols, repeated elements and similarities and differences in the piece of literature.	<i>Analyze: Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i> <i>(MU:Re7.2.E.5a)</i>

STUDENT WORKSHEET:

REFLECT WORKSHEET 1B

Examine the following questions either independently or in small groups. If working in small groups, compile your notes in order to share your responses with the class. Use the LOC and additional resources to answer these questions.

1. What was the purpose of this piece of music?

2. What was happening at this time in history?

3. Who do you think composed this piece of music or what is the origin of the melody?

4. Who do you think was intended to sing or play it?

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5. How does the melody add to your understanding of the overall intent of the piece?

6. If someone created this today, what would be different?

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7. Can you locate an art form from the same time period that seems to represent or mirror the piece of music? Describe how they relate and highlight their similarities.

This can be a painting, a poem, a sculpture, or a piece of architecture that you feel matches the music.

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8. Why do you think this song was important? Is it still important today? What makes you say that?

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9. What did you learn from examining this piece of music?

--

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Observations identified an awareness of musical information, but specific areas were inconclusive.	Observations identified an awareness of musical information with the ability to identify one specific area.	Observations identified several pieces of musical information with a novice depth of recognition.	Observations identified an intermediate depth of recognition and understanding of musical information in the piece of literature.	<p><i>Analyze:</i></p> <p><i>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i></p> <p><i>(MU:Re7.2.E.5a)</i></p>
Musical aspects and Recognition of expressive intent and historical context was inconclusive.	References were made to expressive intent without tying them to other art forms or elements of historical significance.	References to historical context and other art forms were made to elements of music when identifying expressive intent.	References to historical context and other art forms were made to elements of music showing a level of understanding beyond novice when identifying expressive intent.	<p><i>Interpret:</i></p> <p><i>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</i></p> <p><i>(MU:Re8.1.E.5a)</i></p>

STUDENT WORKSHEET:

QUESTION WORKSHEET 1C

In considering the work you have done so far, independently examine the following and compile your notes in order to share your responses with the class. This information, as well as information from previous worksheets will inform your final written report.

Please select two of the following word prompts (who, what, when, where, why, how). Write questions based on the first word and attempt to answer your own questions.

1a. Who _____ ?

1b. What _____ ?

1c. When _____ ?

1d. Where _____ ?

1e. Why _____ ?

1f. How _____ ?

2. What do you wonder about?

STUDENT ANALYSIS TOOL

LESSON 1 SUMMATIVE ASSESSMENT

Using the information gathered through independent and/or group work and class discussion, please write a reflection on what you learned about the piece you are performing. Be sure to comment on musical aspects that you observed (musical terms and symbols, along with repetition, similarities, and differences) and also draw connections across historical events as well as other art forms that informed your ability to add expressive intent to performance. Please give specific examples.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Observations identified an awareness of musical terms and symbols, along with repetition, similarities, and differences in the music, but specific areas were inconclusive.	Observations identified an awareness of musical terms and symbols along with repetition, similarities, and differences with the ability to identify one specific area.	Observations identified several musical terms and symbols along with repetition, similarities, and differences with a novice depth of recognition.	Observations identified an intermediate depth of recognition and understanding of the musical terms, symbols, repeated elements and similarities and differences in the piece of literature.	<p><i>Analyze:</i></p> <p><i>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i></p> <p><i>(MU:Re7.2.E.5a)</i></p>
Recognition of expressive intent was inconclusive.	References were made to expressive intent without tying them to other art forms or elements of historical significance.	References to historical context and other art forms were made to elements of music when identifying expressive intent.	References to historical context and other art forms were made to elements of music showing a level of understanding beyond novice when identifying expressive intent.	<p><i>Interpret:</i></p> <p><i>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</i></p> <p><i>(MU:Re8.1.E.5a)</i></p>

STUDENT WORKSHEET:

OBSERVE WORKSHEET 2A

Examine the following questions either individually or in small groups. If working in small groups, compile your notes in order to share your responses with the class. This lesson follows the same format from Lesson 1A, but includes an additional section at the end where you will compare and contrast the song from Lesson 1 with the song you selected for Lesson 2. The observations you make should include the cover page as well as the musical score.

Look

1. Describe what you see on the cover. What kind of design or image is printed on the document?

2. Does anything on the pages look strange or familiar? If so, what and why?

3. What names, places, or important information can you draw from the lyrics?

4. Do you see anything on the page besides text? If so, what, and what does it tell you about the piece of literature?

5. What other details do you notice?

Listen

Your teacher will play a recording or recordings for the class. Wait to answer these questions until you hear the recording(s). You may also reference the score to answer these questions as well.

6. Describe the tempo of this piece? How is the tempo important to the piece of music?

7. What instruments are used in the piece of music? Do they sound old or new?

8. Are the rhythms simple or complex?

9. Is the song in parts or unison?

10. Are the rhythms happening at the same time, or does everyone seem to be singing/playing different rhythms at different times?

11. What is the time signature of the piece of music? How does that impact the piece?

12. What are the vocal ranges sung by each section?

13. If you know the melody, sing or hum it. What do you notice about how it sounds?

14. What do you notice now that you didn't notice earlier?

Using the information you gathered during lesson 1 (“The Star-Spangled Banner” or teacher-selected piece), you will compare and contrast both the recordings and the sheet music looking for similarities and differences

Lesson 1 Song Characteristics (Recording)	Common to both	Lesson 2 Song Characteristics (Recording)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson 1 Song Characteristics (Sheet Music)	Common to both	Lesson 2 Song Characteristics (Sheet Music)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Observations identified an awareness of musical terms and symbols, along with repetition, similarities, and differences in the music, but specific areas were inconclusive.	Observations identified an awareness of musical terms and symbols along with repetition, similarities, and differences with the ability to identify one specific area.	Observations identified several musical terms and symbols along with repetition, similarities, and differences with a novice depth of recognition.	Observations identified an intermediate depth of recognition and understanding of the musical terms, symbols, repeated elements and similarities and differences in the piece of literature.	<i>Analyze: Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i> (MU:Re7.2.E.5a)

STUDENT WORKSHEET:

REFLECT WORKSHEET 2B

Examine the following questions either independently or in small groups. If working in small groups, compile your notes in order to share your responses with the class. This lesson follows the same format as Lesson 1 Use the LOC and additional resources to answer these questions.

1. What was the purpose of this piece of music?

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2. What was happening in history at this time?

--

3. Who do you think composed this piece of music, or what is the origin of the melody?

--

4. Who do you think was intended to sing or play it?

--

5. How does the melody add to your understanding of the overall intent of the piece?

6. If someone created this today, what would be different?

7. Can you locate an art form from the same time period that seems to represent or mirror the piece of music? Describe how they relate to each other, and highlight their similarities.

This can be a painting, a poem, a sculpture, or a piece of architecture that you feel matches the music.

8. Why do you think this song was important? Is it still important today? What makes you say that?

9. What did you learn from examining this piece of music?

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Observations identified an awareness of musical terms and symbols, along with repetition, similarities, and differences in the music, but specific areas were inconclusive.	Observations identified an awareness of musical information with the ability to identify one specific area.	Observations identified several pieces of musical information with a novice depth of recognition.	Observations identified an intermediate depth of recognition and understanding of musical information in the piece of literature.	<p><i>Analyze:</i></p> <p><i>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i></p> <p><i>(MU:Re7.2.E.5a)</i></p>
Recognition of expressive intent and historical context was inconclusive.	References were made to expressive intent without tying them to other art forms or elements of historical significance.	References to historical context and other art forms were made to elements of music when identifying expressive intent.	References to historical context and other art forms were made to elements of music showing a level of understanding beyond novice when identifying expressive intent.	<p><i>Interpret:</i></p> <p><i>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</i></p> <p><i>(MU:Re8.1.E.5a)</i></p>

STUDENT WORKSHEET:

QUESTION WORKSHEET 2C

In considering the work you have done so far, independently examine the following and compile your notes in order to share your responses with the class. This information, as well as information from previous worksheets will inform your final written report.

Please select two of the following word prompts (who, what, when, where, why, how). Write questions based on the first word, and attempt to answer your own questions.

1a. Who _____ ?

1b. What _____ ?

1c. When _____ ?

1d. Where _____ ?

1e. Why _____ ?

1f. How _____ ?

2. What do you wonder about?

SUMMATIVE ASSESSMENT OPTION:

STUDENT ANALYSIS TOOL LESSON 2 SUMMATIVE ASSESSMENT RAFT(T) ASSESSMENT

GOAL: To demonstrate depth of understanding on a given topic.

PRESENTATION: Students should compare and contrast their selected song with “The Star-Spangled Banner,” discuss what types of musical techniques were used to convey the original message, discuss the effectiveness and relevance of the message (depending on the time period selected), and provide new information to their intended audience.

METHOD:

- Choose a **R**ole
 - * newspaper reporter
 - * dueling musicians
 - * actors in a play
 - * TV personalities
 - * cool history teacher
 - * YouTuber/podcaster
 - * other role
- Choose an **A**udience
 - * newspaper readers
 - * concert and theatre audience
 - * TV watcher
 - * students
 - * other audience
- Choose a **F**ormat
 - * letter to editor/ headline article
 - * TV interview
 - * concert performance
 - * other format

- Choose your **T**opic(s)
 - * text
 - * melody
 - * historical context
- Choose your **T**ime period to present
 - * past
 - * present
 - * future

DELIVERY: Delivery depends on your role, format, audience, and topic. You may record a tv broadcast, perform a guided concert for your peers, present your written word, etc.

ESSENTIALS:

- Compare and contrast.
- Discuss the techniques (musical characteristics) the creator used to convey the message.
- Discuss the effectiveness of the message.
- Inform the audience about your topic through the music and your explanation of the music.

RAFT CITATION:

Buehl, D. (2009). *Classroom Strategies for Interactive Learning* (3d ed.). Newark, DE: International Reading Association.

THE RUBRIC BELOW WILL BE USED TO ASSESS THE WORK.

LEVEL 1 EMERGING	LEVEL 2 APPROACHES STANDARD	LEVEL 3 MEETS STANDARD	LEVEL 4 EXCEEDS STANDARD	PERFORMANCE STANDARD
Reasons for selecting the music were incomplete with limited connection to the chosen time period.	Reasons for selecting the music were general and not clearly defined as to the chosen time period.	Reasons for selecting the music were clearly defined and connected to the chosen time period.	Reasons for selecting the music demonstrated intermediate level insight into the chosen time period.	<p><i>Select:</i></p> <p><i>Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</i></p> <p><i>(MU:Re7.1.E.5a)</i></p>
Musical aspects and appropriate context were highlighted, but no specific examples were included.	Musical aspects and appropriate context were highlighted, but specific examples were limited.	Musical aspects and appropriate context were highlighted, and specific examples were included.	Musical aspects and appropriate context were highlighted with detailed elaboration and specific and appropriate examples were included.	<p><i>Analyze:</i></p> <p><i>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</i></p> <p><i>(MU:Re7.2.E.5a)</i></p>
Recognition of expressive intent was inclusive.	References were made to expressive intent without tying them to other art forms or elements of historical significance.	References to historical context and other art forms were made to elements of music when identifying expressive intent.	References to historical context and other art forms were made to elements of music showing a level of understanding beyond novice level when identifying expressive intent.	<p><i>Interpret:</i></p> <p><i>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</i></p> <p><i>(MU:Re7.2.E.5a)</i></p>



TEACHING
with PRIMARY
SOURCES

*A Curriculum
Project of
the National
Association for
Music Education
(NAfME) and
the Library of
Congress of the
United States
(LOC)*

*Teaching with
Primary Sources*