

What's the Big Idea?

Music Composition

A Fine Arts Performance Task using
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Music Composition Fine Arts Performance Task

Submitted by: Jeremy Haupt
School District: Adair Co. R-2 School
For: Seventh-Grade General Music

What's the Big Idea?

1. Topic that Leads to the Big Idea: Music Composition
2. The Big Idea: Students will understand what influences composers and how to create a musical composition from a specific influence
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:
Students will:
 - translate external elements into music
 - perform musical techniques
 - create non-traditional notation
4. The Essential Question: How do composers translate external influential elements into music?

How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning. Students will create and perform a musical composition using non-traditional music notation.

What Do Students Need to Learn?

6. Show-Me Standards and Grade-Level Expectations

MUSIC

FA 1: Product/Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts
 - A. Instrumental Performance Skills
Grades 6-8: perform a short song/piece using effective expression and characteristic timbre
 - E. Group Playing
Grades 6-8: demonstrate characteristic timbre, tempo, and dynamics on classroom/percussion instruments for group performance, responding expressively to the cues of the conductor
4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts
 - A. Composition and Arrangement

Grades 6-8: create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines

FA 3: Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance.

B. Musical Characteristics, Events, and Descriptors

Grades 6-8

- describe the musical expression (mood) of an aural example
- determine the order and organization of an aural example
- determine the possible origin of an aural example (e.g., location and time)
- characterize the use of music by its intended function (purpose) and its intended audience

FA 4: Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts.

A. Connections between Music and Related Arts and Humanities

Grades 6-8: compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art

B. Connections between Music and Non-Arts Disciplines

Grades 6-8:

- describe ways in which the principles and subject matter of other disciplines are interrelated with those of music
- explain the importance of group participation, perseverance, and commitment in musical and non-musical settings
- describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)

VISUAL ARTS

FA 1: Product/Performance

3. Communicate ideas about subject matter and themes in artworks created for various purposes

B. Functional Art

Grades 6-8: Illustrate text

How Are You Going to Make it Happen?

Describe what **the teacher** will do; describe what **students** will do.

The teacher will:

- introduce share musical examples throughout classical music history that demonstrate four specific topics of influence on composers: nature, stories, places, and historical events
- share examples of non-traditional musical notation

Students will:

- listen to musical examples based on specific external influences and determine what natural, historical, geographical, or literary influence is the example's basis
- choose a specific topic to influence their musical composition
- experiment with musical sounds using classroom instruments and organize chosen sounds into a song form that best depicts the topic of influence
- create a non-traditional notation using color and design that visually depicts their musical composition

Scoring Guide

Criteria	Advanced 25 Points	Proficient 20 Points	Basic 15 Points	Below Basic 10 Points
Topic depiction	Audience clearly understands through musical composition what the topic of influence is.	Audience somewhat clearly understands through musical composition what the topic of influence is.	Audience somewhat understands through musical composition what the topic of influence is.	Audience hardly understands through musical composition what the topic of influence is.
Organization	Musical composition is well-organized into specific form relating to topic of influence.	Musical composition is organized into specific form relating to topic of influence.	Musical composition is somewhat organized into specific form relating to topic of influence.	Musical composition is not organized into specific form relating to topic of influence.
Musical performance	Student uses musical instruments correctly and effectively.	Student uses musical instruments correctly and somewhat effectively.	Student is challenged with using the instruments.	Student is not able to use musical instruments correctly or effectively.
Notation	Notation is colorful and creative and clearly depicts the composition visually.	Notation is colorful and creative and depicts the composition visually.	Notation has some color and somewhat depicts the composition visually.	Notation has little color and does not clearly depict the composition visually.

Total: _____/100 Points