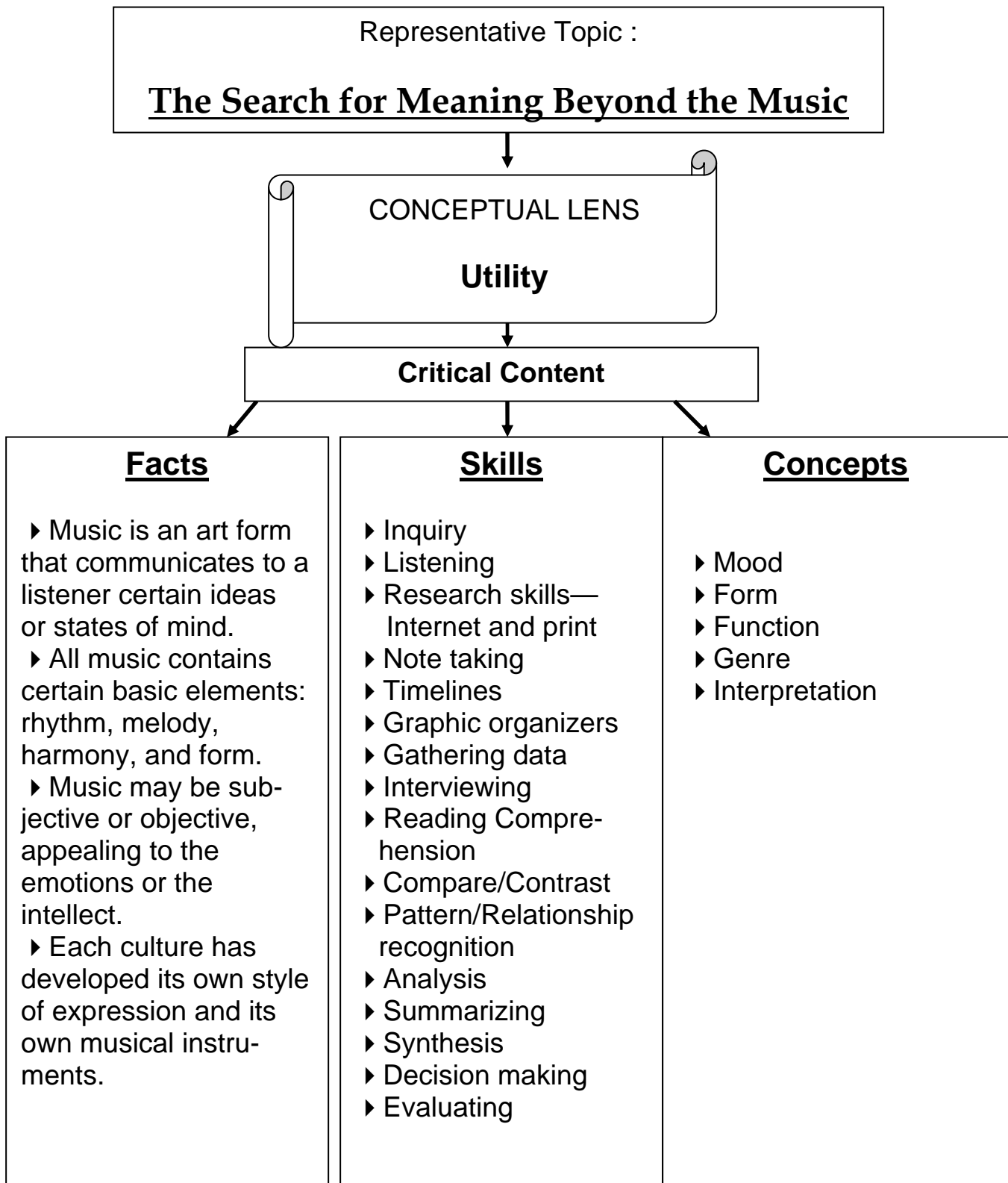


## Concept-Based Curriculum Flowchart

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### Essential Understandings/Generalizations

1. Music can be interpreted by an individual based on his/her mood or point of view.
2. Musical genres are open to interpretation.
3. A composer of music's mood may affect its form and function.
4. The function of music may influence its form.

### Essential Questions

1. What is good music?
2. Why is music important?
3. What is the purpose of music?
4. Why is music found in all cultures?
5. Why is music used in all aspects of life?
6. Why are there different genres of music?
7. How does a person evaluate a piece of music?
8. In what ways does music reflect and shape culture?
9. How does a person's mood affect his/her interpretation of music?

### Culminating Performance Task

**What:** Interpret a visual representation of music—the mural created by the class

**Why:** In order to understand that music is and has been open to interpretation throughout cultures and time

**How:** As a music historian in the early 21<sup>st</sup> Century, create a lasting record of the way music is used in your life as well as in the lives of people who lived before you. This lasting record will be displayed for museum visitors.

You have the minimum choice of four of the following ways to create the record: quilt, advertisement, analogy, audiotape, board game, collage, display, drawing, essay, etching, fact file, graphic organizer, Haiku, interviews (written transcripts), journal, limerick, memorial, musical composition, pamphlet, play, poem, radio show (written transcript), reflection, rubbing, sculpture, short story, song, sonnet, summary, survey, timeline, TV newscast (written transcript), vocabulary list, or web.

**Rubistar Culminating Performance Task Rubric:** Rubric ID: **1404225** for **The Search for Meaning Beyond The Music Culminating Performance Task Rubric**

[http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric\\_id=1404225&](http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric_id=1404225&)

### Instructional Activities

**Lesson 1:** Instruction on how to use the internet for exploring music using Trackstar.

**Lesson 2:** Cornell Note Taking System. Use Wikipedia website for Beyoncé's biography. Use graphic organizer to create a One Sentence Summary.

**Lesson 3:** Musical forms website exploration for jigsaw cooperative learning groups. Discussion of the function of music.

**Lesson 4:** Trackstar site on basic interviewing techniques, types of questions, and Student will be able to critique a celebrity interview. Teacher scaffolds questions to be included in an interview about music for fellow students and adults. Use graphic organizers to compare/contrast student and adult interview topics.

**Lesson 5:** Analysis of the Black National Anthem, *Lift Every Voice and Sing*. Figurative language

versus literal language discussed. Also, how do musician/poets use figurative language in their art?

**Lesson 6:** Guest speaker: Pianist led discussion about life experience with music and the way she expresses herself through music. Classical music is played with discussion about the mood it evokes and associated colors. Graphic organizers used to list moods with colors.