Grades 9-12, Music

Standards:

CA CCSS Writing Standards for Literacy in Science and Technical Subject (WHST)
11.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
   e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Grades 9-12
VAPA, Music, Creative Expression, Advanced
2.6: Compose music in distinct styles.

Lesson Idea:

In this example of writing informative texts, the students will compose or write a piece of music utilizing composition software for their ensemble in a specific musical style and form using the technical language of music – music notation – and keep a record of their creative process. Students will present their creative process and composition, as well as have their work performed live.

Students will compose a Minuet for their small ensemble in the distinct style of the Baroque period using binary form or rounded binary form and keep a record of their creative process.

The composition will follow the conventions of composition distinct to the Minuet and the use of binary or rounded binary form to develop the A section appropriate for Minuet I, and the B section appropriate for Minuet II. If using rounded binary form, the student will provide the appropriate transition back to the repeated portion of the A section.
Students will document their creative process through providing copies of their drafts, notes, and critical feedback on the corresponding drafts from each member of their ensemble. The final composition will be submitted in traditional notation, using composition software, such as noteflight.com, Sibelius, or Finale.

Each student will provide a culminating presentation that includes the work, the compositional creative process, and a live performance of the Minuet composition by the student’s ensemble.