



9-12 LESSON 6

California County Superintendents Educational Services Association (CCSESA) Arts Initiative • www.ccsesaarts.org



RESOURCES

- Showcase
 - Tool to record the final performance
- Summative Assessment
 - Rubric for assessing responses

1.5 Artistic Perception (advanced)

Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

2.5 Creative Expression (proficient)

Perform on an instrument in small ensembles, with one performer for each part.

4.3 Aesthetic Valuing (proficient)

Explain how people in a particular culture use and respond to specific musical works from that culture.

OUTCOMES

Students will . . .

- Demonstrate appropriate use of **BEAT, RHYTHM, TEMPO, PITCH, DYNAMICS**, and **TIMBRE** through small ensemble performance.
- Demonstrate understanding of **EMPATHY** verbally or in writing.
- Demonstrate understanding of the role music plays in daily life for themselves as well as those living in Brazil verbally or in writing.
- Demonstrate how use of the elements of music can convey images, feelings, or emotion.

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STUDENT SHOWCASE

20 mins

1. Students choose to share their small ensemble piece of music through one of the following:
 - a. Live performance the piece of music
 - b. Sharing a video performance of the piece of music
2. Students choose to share their message about Empathy and the Role of Music by answering the following questions verbally or visually (video, poster or slide presentation)
 - a. What is empathy and why is it important to you?
 - b. What things did you learn about the Brazilian people and music that were similar to your life?
 - c. What did you learn about the Brazilian people and their music that you feel is important to share with others?
 - d. How did you use the elements of music to convey images, feelings, or emotion in your small ensemble performance?

SUMMATIVE ASSESSMENT

??? mins

1. Did students demonstrate appropriate use of the six elements of music covered in this unit?
2. Did students correctly define the six elements of music covered in this unit?
3. Did students demonstrate understanding of empathy in their verbal or visual statement? (use the rubric below)
4. Did students demonstrate understanding of the role of music in lives of those living in Brazil and in their own lives? (use the rubric below)

Rubric for measuring understanding Empathy and the Role of Music

Level 1	Level 2	Level 3
Students give a technical description of Empathy	Students give a technical description of Empathy and use terms associated with negative value judgements	Students give a technical description of Empathy and use terms associated with positive value judgements
Students give a technical description of the Role of Music in daily life	Students give a technical description of the Role of Music and use terms associated with negative value judgements	Students give a technical description of the Role of Music and use terms associated with positive value judgements