

Instructional Unit Title: So You 'Wanna' be a Rockstar?

The teacher may present (recorded) examples of diverse musical selections so that students can begin to identify and articulate the ways in which musical elements (dynamics, articulation, tempo, rhythm, pitch, form, etc.) connect in order for music to emotionally resonate with audiences/listeners.

The teacher may lead students in performing familiar pieces so that students can experiment with contrasting musical elements and the emotional connotations these variations may evoke.

The teacher may model purposeful movement to diverse selections of music (highlighting different expressive elements) so that students can deepen their understanding of expressive terminology, associated expressive symbols/representations, and expressive conducting concepts.

The teacher may model (or provide examples of) "live" visual/auditory musical performances so that students can identify and articulate the ways in which different components (musical elements, movements, facial expressions, etc.) combine to evoke specific emotional responses.

The teacher may model and provide examples of various vocal techniques (and ranges) so that students may explore the unique characteristics of their voices and specific vocal techniques that can be utilized to express different emotions.

The teacher may share examples of music in major and minor keys so that students can begin to consider and examine the relationship between musical modes and a composer's emotional intent.

(Post-Performance Assessment)
The teacher may provide examples of performance evaluation so that students can understand the importance of evaluation and reflection in the creative process.

PERFORMANCE ASSESSMENT: You are a member of a musical group that has decided to audition for *The Voice* (or another equivalent TV talent show). To prepare for the audition, you will prepare a performance that will "wow" your peers during a school-wide or class talent show. You will work with your group to choose the piece you will perform and to make artistic decisions about the key expressive elements that will make an effective performance; one that will connect emotionally with an audience.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.