Instructional Unit Title: 'Arranging' Your Folder

Music High School

Ensemble

The teacher may provide appropriate melodic material so that students can begin exploring developmentally appropriate melodies for instruments and/or voices.

The teacher may provide examples of musical elements that may be altered so that students can articulate and identify the different musical elements in a (familiar/popular) piece of music.

The teacher may provide examples of different rhythms so that students can experiment with ways to add modifications to a key musical element.

The teacher may provide examples of different keys so that students can experiment with ways to add modifications to the key of a piece.



The teacher may model the musical revision process so that students can understand the importance of the refining process in creating/modifying a musical arrangement.

The teacher may model combining the musical elements of rhythm, key, instrumentation, and expressive elements to create an arrangement of a known piece of music so that students can begin to understand how musical elements can be combined to create a final musical arrangement.

The teacher may provide examples of different expressive elements (e.g., tempo, dynamics) so that students can experiment with changing these expressive elements in the learned piece of music.

The teacher may provide examples of different instrumentation so that students can experiment with changing the different instruments used in the learned piece of music.



(Post-Performance Assessment) The teacher may model how to evaluate a composition so that students can understand the importance of reflection and evaluation in the creative process.



PERFORMANCE ASSESSMENT: Your team of creative musicians has been hired to arrange music for a special ensemble night at a local school. In pairs or small groups, you will work with your team to select a (familiar/popular) melody from a method book, piano score, or lead sheet and (re)arrange it for your ensemble to perform. (Alternatively, you may select a melody from a recording/radio/Spotify/Pandora rather than from a written or notated source.) Your team will choose a vocal or instrumental arrangement that will include another like instrument and/or common key signature/clef instrument. Through meter, rhythmic and/or note changes you will enhance the structural foundation of the original composition into an arrangement that provides shape, texture, and possible harmony and expressive elements. Your team will perform your arrangement for the school.

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.