Dixie State College of Utah

Secondary Education

UNIT PLAN TEMPLATE

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| **Stage 1 – DESIRED RESULTS** | | |
| **Content Standards &**  **Goals**  Content vocabulary,  Sight reading,  Dictation (both harmonic and melodic),  Overall content knowledge of Music Theory.  (When speaking with my mentor teacher, I learned that this course does not have a list of standards and goals as it is a college level course.)  The things listed above are the things that appear on the AP Exam at the end of this course. | **Transfer** | |
| *Students will be able to independently use their learning to…*  Showcase their knowledge of music theory in the categories of harmonic dictation, sight singing, content knowledge, and error identification. | |
| **Meaning** | |
| UNDERSTANDINGS  *Students will understand that…*  *The content knowledge they learn about can be applied to any piece of music they rehearse.*  *The vocabulary learned transfers to the pieces of music, they will understand that this will better their musicality as a musician.* | ESSENTIAL QUESTIONS  *Students will keep considering…*  The concepts they learn from the course as they continue their study of music.  How to take the knowledge they have acquired and further their understanding of music theory. |
| **Acquisition** | |
| *Students will know…*  *What is expected on their AP exam.*  *They will know how to sight read/sing, locate dictation errors, read roman numeral chord analysis and compose.* | *Students will be skilled at…*  *Reading homophonic music and well as monophonic music easier.*  *Understanding the theory located within pieces of music.* |

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| **Stage 2 – EVIDENCE** | |
| PERFORMANCE TASK(S):  *Students will show that they really understand by evidence of…*  *Receiving higher scores on their post AP Practice Exam then they did on their pre-AP Practice Exam.*  PERFORMANCE TASK(S) CRITERIA:  *The performance task will be evaluated by…*  Results from practice exams and practice problems used throughout the course. The scoring will be based on AP standard scoring for the Music Theory exam.  OTHER EVIDENCE:  *Students will show they have achieved Stage 1 goals by…*  Receiving better scores in all three areas of free response, multiple choice, and sight singing on the post test than the pre-test. | |
| **Stage 3 – LEARNING PLAN** | |
| PRE-ASSESSMENT:  A Pre-test will be given that is the same AP format as will the Unit's post test as well as the real AP Exam that the students will take. | |
| MAJOR LEARNING EVENTS:  *Student success at transfer, meaning, and acquisition depends upon…*   * Transfer: students will transfer their knowledge from the unit over to their official AP Examination and also in further study of music. * Meaning: Students will better grasp the meaning of the questions and concepts address on the AP Exam * Acquisition: Students will acquire the skill set necessary to complete the AP Exam * student engagement: students will be engaged and will successfully learn something new each step of the way. | PROGRESS MONITORING:   * Student's progress will be monitored by notebook checks, handouts, verbal discussion, and assessment. * potential rough spots and misunderstandings: Oftentimes the overall format is overwhelming to students. Getting them to feel like this is something achievable is half the battle. Also, the questions are often worded just a little different than one would typically expect. Students may struggle when attempting to grasp understanding of these questions. * Feedback: verbal as well as written from the teacher (me). They will also receive their graded version of their pre-test to reflect on throughout the unit. |

Source: Wiggins, G, & McTighe, J. (2010). *The Understanding by Design Guide to High-Quality Units*. Alexandria, VA: ASCD.