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