Composing with Courage
Music, Grade 9, AMU10

Unit Overview
What will students learn?
How will students demonstrate their learning?
The Instructional Trajectory
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Unit Overview

Summary
This unit combines students’ understanding of the elements of music with various stages of the Creative Process in the production of a musical composition. Students learn how different stages in the Creative Process can be adapted to a variety of composing and performing circumstances. To demonstrate an understanding of the foundations of music, students follow the process by composing a piece of music based on a central idea, using a character trait as their inspiration. Lessons review the Creative Process; then concentrate on discrete stages in that process and conclude with a complete musical composition. A variety of musical forms and genres (acoustic, electronic, hybrid) are possible. The unit requires a full term or semester to complete.

Enduring Understanding
Engagement in music can be a creative activity

Overall Expectations
A1. The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music

A2. Elements of Music: apply elements of music when performing notated and improvised music and composing and/or arranging music

A3. Techniques and Technologies: use a variety of techniques and technological tools when performing music and composing and/or arranging music

B1. The Critical Analysis Process: use the critical analysis process when responding to, analysing, reflecting on, and interpreting music

B3. Skills and Personal Growth: demonstrate an understanding of how performing, creating, and critically analyzing music has affected their skills and personal development

C1. Theory and Terminology: demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them

C3. Conventions and Responsible Practices: demonstrate an understanding of responsible practices and performance conventions relating to music

Key Questions
• How can we use the Creative Process to guide the composition of an original piece of music?
• How can we demonstrate mastery of techniques and technological tools in composing music?
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Assessment of Learning
Process Portfolio (rubric)
Final composition (rubric)

Assessment for Learning
During the unit, students’ achievement of the identified learning goals is monitored using a variety of assessment strategies and tools. Teachers use these tools and strategies to inform the assessment of the process as students progress toward the culminating task. The assessment for learning provides evidence of the learning and informs practice.

• Observational note-taking and checklist
• Graphic organizers
• Self-reflection responses
• Peer feedback
• Checklists
• Portfolio check-ins (Creative Process; Self-assessment of personal learning, Portfolio prompts, descriptive feedback for improvement, writing)
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<th>The Instructional Trajectory</th>
<th>What are students expected to learn?</th>
<th>How will we know students are learning?</th>
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| **Lesson 1  Let’s Get Creative** | We are learning to:  
- identify the steps in the Creative Process  
- explain how the Creative Process is used in a variety of situations (film, literature, media, visual art, design, and architecture).  
- identify the steps in the creative process in the production of a musical composition. | **Checkpoint**  
- Can students identify the stages of the Creative Process as they relate to music composition?  
- Can students explain how the Creative Process can be used in a variety of situations? |
| **Lesson 2  Finding Inspiration - Getting Started** | We are learning to:  
- use our imagination as a stimulus for generating ideas when creating a musical composition  
- develop criteria for musical composition representative of a character trait  
- experiment with sounds associated with a character trait  
- how the elements of music can be used to reflect a character trait  
- use a process portfolio to record their learning. | **Checkpoint**  
- Can students apply the first three stages of the Creative Process to initiate a musical composition based on a central idea? |
| **Lesson 3  How to Tell the Story of Place** | We are learning to:  
- use the elements of music to plan and create a composition  
- use music software (e.g., Finale) to create a composition | **Checkpoint**  
- Can students apply a set of co-constructed criteria to a sample composition?  
- Can students use tools and technology to explore and experiment with their own composition? |
### Lesson 4  *So What, Now What?*

We are learning to:
- explore and experiment with musical elements to create a composition based on a character trait
- make artistic decisions when producing a preliminary draft of a composition
- revise and refine by incorporating feedback from peers and teacher
- provide constructive, respectful, supportive and purposeful feedback to peers

### Checkpoint
- Can the students work independently to create, revise, and refine their work?
- Do students maintain openness to ideas in their work and the work of others?
- Are students able to explore, experiment, and take risks in the creative process?
- Are students able to assemble the elements of music to reflect their chosen character trait?

### Lesson 5  *The Performance*

We are learning to:
- make informed aesthetic judgments about our work and the work of our peers
- complete our portfolios as a way to reflect on our learning

### Checkpoint
- Can students present/perform their own composition to communicate a character trait?
- Can students use the language of music and success criteria to talk about and assess the work of others?