

Knowledge "Standard":

Arts #1 - Students will actively engage in the processes that constitute creation and performance in the arts...

Music #1 - Students will compose original music and perform music written by others. They will understand and use the basic elements of music....

Skill/Disposition "Standard":

Decision-making - Considers the advantages and disadvantages of more than one option

ACADEMIC CHALLENGE
High School
Music in our Lives

Question/Issue:

How is theme and variation used as a form of musical expression?

Challenge:

Please divide into performance teams as organized by your teacher. Read the text "Theme and Variation as a Musical Form" and follow your instructors' directions for processing this information.

Using the musical instruments provided to your team as well as any you may design or borrow, create and perform a musical composition which accurately illustrates the musical form of theme and variation. Your composition and performance must clearly state a theme/subject and include at least two variations of the theme. The composition and performance should also include a musical introduction and bridges where appropriate. Your complete performance should be at least 45 seconds in length.

Following your performance, a group member will be chosen at random to analyze your work for the audience by accurately describing the theme and variations you employed. To avoid repetition, please make sure that none of the performances in this class involve the development of the same theme or subject.

All members of the performance team are expected to help each other design their composition and participate actively in its performance.

Product criteria

Performance

Rule criteria

- No two performances develop the same theme or subject
- Performance lasts at least 45 seconds
- Performance includes a stated theme and at least two variations of the theme

Form criteria

- Accurately and clearly illustrates the development of a theme and the variations
- Inclusive of an introduction and bridges where appropriate

Content criteria

- Inclusive of an accurate analysis/explanation of the structure of the composition in terms of theme and variation

Process criteria

- All group members participate actively

Evidence of:

β **Knowledge**

β **Skill**

β **Disposition**

Targeted Standard/Indicator(s):

- **Knowledge** - Understands & applies targeted concept(s)
Look for/Listen for > can explain theme and variation in performance accurately
- **Decision-making** - Considers the advantages and disadvantages of more than one option
Look for/Listen for > group members actively discuss the possible pieces they could perform; list and consider alternatives