

Unit Plan Topic: The Creative Process in Pop Music

BC Curriculum: UNDERSTAND (Big idea) + DO (C. Competencies) + KNOW (Content) = UDK	
Big Idea	<ul style="list-style-type: none"> ● Music reflects aspects of time, place, and community ● The nuances of musical expression are understood through deeper study and performance
Curricular Competencies	<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> ● Demonstrate understanding of creative processes ● Explore a composer's musical and expressive intentions ● Explore a variety of contexts and their influences on musical works, including place and time ● Analyze and interpret musicians' use of technique, technology, and environment in musical composition and performance, using musical language ● Express personal voice, story, cultural identity, and perspective in a variety of settings ● Express meaning, intent, and emotion through music ● Perform in a small ensemble and solo contexts
Content	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● Musical elements, principles, vocabulary, symbols, and theory (specifically methods, processes, and concepts used in creating and performing pop music) ● Singing techniques (specific to pop music) ● Technical skills, strategies, and technologies (specific to pop music) ● Creative processes: exploration, selection, combination, refinement, reflection, and connection ● History of a variety of musical genres (specifically pop music) ● Influences of historical and contemporary societies on musical works (specifically pop music)
Inquiry Question(s)	What impact does the creative process have on meaning, intent & emotion in performance? Why is the creative process important?
Course	Senior Chamber Choir
Grade(s)	Grades 10, 11 & 12

Lesson	Topic	Big Idea	Core Competencies	Materials	Objectives	Activities (didactive/ interactive)	Assessment (F or S)
1	Close reading & listening	Music reflects aspects of time, place, and community	<ul style="list-style-type: none"> -Explore a composer’s musical and expressive intentions -Explore a variety of contexts and their influences on musical works, including place and time -Demonstrate understanding of creative processes (<i>exploration</i>) 	<ul style="list-style-type: none"> -KWL Charts for students -Projector & sound system for L/P -Copies of score for “Imagine” 	-Given a discussion, presentation, and exploration of the historical and cultural significance of “Imagine” by John Lennon, the student will demonstrate the ability to connect the lyrics to the historical and cultural contexts of “Imagine”, as assessed by the teacher through student’s completion of a KWL chart	<ul style="list-style-type: none"> -D (interactive) on background information of “Imagine” -KWL Chart (interactive) to be completed prior to class discussion, during, and after -L/P (didactive) on history of John Lennon & significance of “Imagine” -IA: KWL Chart 	F: Students bring found research on historical/ cultural significance of “Imagine” and John Lennon to participate in a class discussion; hand in KWL Chart as “exit slip” at the end of class
2	Understanding pop music harmony	The nuances of musical expression are understood through deeper	-Analyze and interpret musicians’ use of technique, technology, and	<ul style="list-style-type: none"> -Projector & sound system for Kahoot and L/P -Make sure 	-Given a presentation and guided/ independent practice on	-Diagnostic Kahoot (interactive): pop music harmony/	F: Students complete the same Kahoot from

		study and performance	environment in musical composition and performance, using musical language -Demonstrate understanding of creative processes (<i>selection & combination</i>)	students have access to phone/ laptop to complete Kahoot -White board/ markers for L/P	harmonic analysis, the student will demonstrate the ability to identify the key, chords and cadences of various pop songs, as assessed by the teacher through a Kahoot quiz	harmonic analysis -L/P (didactive) on key identification, chord (I, IV, V, vi) & cadences (half/authentic) -GP/IP -IA: Kahoot	beginning of class to see what they have retained from the lesson
3	Understanding pop music form	The nuances of musical expression are understood through deeper study and performance	-Analyze and interpret musicians' use of technique, technology, and environment in musical composition and performance, using musical language -Demonstrate understanding of creative processes (<i>selection, combination &</i>	-Set up Padlet Forum -Projector & sound system for Padlet -White board/ markers for L/P -Extra copies of score for "Imagine" to complete FA	-Given learning activities, discussion, and a presentation, the student will demonstrate the ability to identify the form and harmony of "Imagine", as assessed by the teacher through a written harmonic & form analysis of the piece	-DLA (interactive) through Padlet Forum (<i>What do you know about pop music form?</i>) -D (interactive) follow-up from Padlet results - L/P (didactive) on pop music form -FA: Harmonic/Form	S: Students submit a final written analysis (harmony and form) of the piece, "Imagine" for a percentage grade

			<i>refinement)</i>			Analysis	
4	Lyric writing	The nuances of musical expression are understood through deeper study and performance	<p>-Express personal voice, story, cultural identity, and perspective in a variety of settings</p> <p>-Demonstrate understanding of creative processes (<i>selection, combination, refinement & reflection</i>)</p>	<p>-Examples of lyric writing & poetry</p> <p>-Teacher exemplar of writing process</p> <p>-Project & sound system for AS & M</p> <p>-Paper for lyric writing</p>	<p>-Given modelling and learning activities for lyric writing, the student will demonstrate the ability to write his/her own lyrics or poetry, as assessed by the teacher in a written submission of one verse or paragraph of his/her lyrics or poetry</p>	<p>-AS (interactive) examples of lyric writing & poetry (covers/alt. versions of pop songs, vague poetry)</p> <p>-M (didactive) of teacher exemplar of the process</p> <p>-Think, Pair, Share (interactive) on what is still relevant from Imagine and what we could replace/add and how</p> <p>-CLA (interactive) in small groups to brainstorm</p> <p>-IP (interactive) writing time</p>	F: Students will write their own lyrics/poetry for the piece and submit at the end of class

						-IA: individual writing	
5	Singing a cappella and conveying meaning, intent & emotion	The nuances of musical expression are understood through deeper study and performance	<p>-Perform in small ensemble context</p> <p>-Express meaning, intent, and emotion through music</p> <p>-Demonstrate understanding of creative processes (<i>reflection and connection</i>)</p>	-Copies of score for “Imagine”	-Given modelling, learning activities and guided/independent practice of singing a cappella and performance quality, the student will perform “Imagine” a cappella with correct balance, blend and performance nuance (meaning, intent & emotion), as assessed by the teacher in sectional rehearsals and a quintet performance	<p>-M (didactive) of a cappella singing</p> <p>-DLA (interactive) on how to convey meaning, intent & emotion when singing</p> <p>-GP/IP (interactive) of piece a cappella and conveying meaning, intent & emotion</p> <p>-CLA (interactive) sectional rehearsals with and without teacher</p> <p>-FA: Quintets</p>	<p>F: Students will perform the entire piece (a cappella) in sectionals and the teacher will provide feedback in terms of balance, blend and performance nuance (meaning, intent & emotion)</p> <p>S: Students will perform “Imagine” (a cappella) in a Quintet (1 person on each part); Teacher assesses each group and gives</p>

							individual percentage grades for balance, blend and performance nuance (meaning, intent & emotion)
6	Conveying meaning, intent & emotion through performance	The nuances of musical expression are understood through deeper study and performance	<p>-Perform in solo context</p> <p>-Express meaning, intent, and emotion through music</p> <p>-Demonstrate understanding of creative processes (<i>reflection and connection</i>)</p>	-Copies of score for “Imagine”	-Given modelling and guided/ independent practice on diction, memorisation and conveying meaning, intent and emotion, the student will demonstrate the ability to perform “Imagine” a cappella from memory with proper diction in order to convey meaning, intent & emotion, as	<p>-AS (didactic) review/ modelling of diction & memorisation</p> <p>-GP/IP (interactive) on diction & memorisation</p> <p>-M (didactic) review of how to convey meaning, intent & emotion</p> <p>-GP/IP (interactive) that focuses on diction, memory work and</p>	<p>F: Teacher will video record the students’ ensemble performance of “Imagine” to share with the school community; prior to the performance students will share their lyrics/poetry (to be included in video)</p> <p>S: Students</p>

					<p>assessed by the student and teacher in a solo performance</p>	<p>meaning, intent & emotion</p> <p>-IA: group video recording performance</p> <p>-FA: solo performances</p>	<p>will individually perform randomly selected sections of “Imagine” on their part during a performance test (live or video); Student completes a self-eval and teacher assesses, discusses with student, and gives individual percentage grade for memory, diction, and conveyance of meaning, intent & emotion</p>
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Teaching Methodology Legend:

AS - Anticipatory Set

I - Introduction

L/P - Lecture/Presentation

M - Modeling

GP - Guided Practice

IP - Independent Practice

C - Closure

D - Discussion

CLA - Cooperative Learning Activity

DLA - Discovery Learning Activity

ILA - Informal learning Activity

IA - Informal Assessment

FA - Formal Assessment