

Curriculum Framework for Performing Arts

School: First State Military Academy

Curricular Tool: Teacher Developed

Course: Music Theory

Standards Alignment	Unit Concept/Big Ideas	Student Learning Targets	Assessments
Unit One: The Musician’s Raw Materials Timeline : 4 weeks			
<p>1.1E Imitate melodic patterns</p> <p>1.2E Sing on pitch within the appropriate singing range</p> <p>1.3E Sing on pitch in rhythm while applying a steady beat</p> <p>1.4E Sing demonstrating proper posture and breathing</p> <p>1.5E Sing demonstrating proper vocal technique</p> <p>1.6E Sing expressively utilizing dynamics and phrasing</p> <p>1.7E Sing call and response</p> <p>1.8E Singing ostinati with songs</p> <p>1.9E Sing in groups in response to gestures of a conductor</p> <p>1.10E Sing rounds</p> <p>1.11E Sing partner songs</p> <p>1.12E Sing music in 2 and 3 parts</p> <p>1.13E Sing in groups and blending vocal timbres</p>	<p>A voice is a tool which when used according to the rules and apart from the rules can move others’ emotions and/or communicates meaning.</p> <p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.</p> <p>Music has its own vocabulary.</p> <p><u>UNIT CONCEPTS:</u> Pitch Intervals Solfege Breathing and Posture Tone Quality Intonation Balance/Blend Dynamics Unison vowels. Phrasing and shaping lines. Form</p>	<p><u>Essential Questions:</u> How conscious and deliberate is the process of creating good music?</p> <p>When does singing go from mere repetition or imitation to creative and artful performance?</p> <p>To what extent does participation in a vocal ensemble impact the performance of the ensemble?</p> <p>Why learn to read and notate music? Why not?</p> <p>How essential is written music to the process of composition?</p> <p>When is sound considered music?</p> <p>What is pitch and how does it relate to music?</p> <p>What is Solfege and how is it used in music?</p> <p>What are the essentials of good posture for singing?</p> <p>What are the physical characteristics necessary for good breath support?</p>	<p><u>Suggested Formative Assessment:</u> Observation based assessment Peer assessment Written and verbal responses Self-evaluation.</p> <p><u>Suggested Summative Assessment:</u> Quizzes Rhythmic dictation Performance or transfer task Rubrics Singing assessments on sight-reading in the keys of C, G, and D major with Solfege, using rubric B. Written assessments on music vocabulary and symbols.</p>

<p>1.14E Sing a repertoire of songs representing different genres, styles and languages</p> <p>1.15E Sing expressively with phrasing, dynamics and stylistic interpretation.</p> <p>1.16E Sing music in 4 parts with and without accompaniment</p> <p>1.17E Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory</p> <p>6.1E Express changes and contrasts in music through movement</p> <p>6.3E Identify and classify voices by range and quality</p> <p>6.4E Identify and describe basic music forms</p> <p>6.6E Express through verbal and non-verbal means various styles/ genres of music</p> <p>6.7E Identify the elements of music within a musical composition</p> <p>6.8E Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p>6.9E Identify and explain compositional devices and techniques used in a musical work</p>		<p>What is an open, relaxed vocal sound?</p> <p>How are balance and blend achieved within a choir?</p> <p>How do dynamics affect the mood of a song?</p> <p>What is good intonation and how do we achieve it?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to identify the properties of individual sounds • Students will be able to identify simple rhythms with quarter, half and whole notes • Students will be able to identify the following intervals: unison, octave, and major and minor thirds • Students will be able to sing major scales and intervals using the solfege system. • Students will be able to sight sing simple melodies in the keys studied. 	
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Unit Two: Combinations of Materials to Create Tonality , Scales, Key Signatures, Intervals, and Triads Timeline: 4 weeks			
<p>1.3E Sing on pitch in rhythm while applying a steady beat</p> <p>1.6E Sing expressively utilizing dynamics and phrasing</p> <p>1.12E Sing music in 2 and 3 parts</p> <p>1.13E Sing in groups and blending vocal timbres</p> <p>1.15E Sing expressively with phrasing, dynamics and stylistic interpretation.</p> <p>1.16E Sing music in 4 parts with and without accompaniment</p> <p>2.1E Imitate rhythmic and melodic patterns on pitched and unpitched instruments</p> <p>2.2E Perform on pitched and unpitched instruments in rhythm while applying a steady beat</p> <p>2.3E Perform rhythm accompaniments by ear</p> <p>2.4E Perform tonal accompaniments by ear</p> <p>2.5E Perform melodies by ear using a melodic instrument</p> <p>2.6E Perform with proper posture and breathing</p> <p>2.7E Perform with proper instrument technique</p> <p>2.8E Perform in groups in response to gestures of a conductor</p> <p>2.9E Perform an independent part in an</p>	<p>A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicates meaning.</p> <p>The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one's imagination.</p> <p>Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.</p> <p>Listening is an active endeavor.</p> <p>Music has its own vocabulary.</p> <p>Vocabulary enables one to communicate.</p> <p>CONCEPTS: Solfege Minor Triads Flat Key Signatures Natural Minor Scale Harmonic Minor Scale Melodic Minor Scale Whole tone scale Intervals Continued study of music reading, solfege syllables, scales, and key signatures. Internalizing Pitch Articulation Stage behavior Group and individual responsibilities</p>	<p>Essential Questions: How conscious and deliberate is the process of creating good music?</p> <p>When does singing go from mere repetition or imitation to creative and artful performance?</p> <p>To what extent does participation in a vocal ensemble impact the performance of the ensemble?</p> <p>When is music deliberate and when is it spontaneous?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>What is pitch and how does it relate to music?</p> <p>How rational is the creative process?</p> <p>How can I make a tune or piece my own?</p> <p>When does mere repetition or imitation become creative and artful performance?</p> <p>How essential is written music to the process of composition?</p> <p>What formula do we use to build a whole tone scale?</p> <p>What is musical articulation and how</p>	<p>Suggested Formative Assessment: Observation based assessment Peer assessment Written and verbal responses Self-evaluation</p> <p>Suggested Summative Assessment: Quizzes Performance or transfer task Rubrics</p>

<p>ensemble setting</p> <p>2.10E Perform music representing diverse genres and styles</p> <p>2.11E Perform in groups with blend and balance</p> <p>2.12E Perform expressively with phrasing, dynamics and stylistic interpretation</p> <p>2.13E Perform a repertoire of instrumental literature with expression and technical accuracy on a pitched or unpitched instrument</p> <p>5.1E Identify and define standard notation symbols</p> <p>5.2E Read rhythmic notation</p> <p>5.3E Read melodic notation</p> <p>5.4E Read a single line of an instrumental or vocal part</p> <p>5.5E Notate symbols and terms for meter and rhythm</p> <p>5.6E Notate symbols for pitch</p> <p>5.7E Notate symbols and terms referring to dynamics, tempo and articulation</p> <p>5.8E Read an instrumental or vocal score</p> <p>5.9E Read unfamiliar music with tonal and rhythmic accuracy</p> <p>5.10E Read simple melodies in 2 or more clefs</p> <p>7.1E Express personal preferences for specific</p>	<p>within a performance</p> <p>Following a Conductor</p> <p>Improvisation</p> <p>Respect</p>	<p>does it affect the music?</p> <p>What do you want the audience to feel when you are performing?</p> <p>How do facial expressions convey the mood of the text?</p> <p>What s the role of the conductor, and what must the singer do to ensure they are following the conductor?</p> <p>How are different sections combined to create musical compositions?</p> <p><u>Learning Targets:</u></p> <p>Students will understand and be able to identify half steps and whole steps.</p> <p>Students will understand and be able to sing major and minor scales on solfege.</p> <p>Students will be able to identify all of the Flat key signatures</p> <p>Students will be able to identify rhythms with quarter, eighth and sixteenth notes</p> <p>Students will understand and identify the following intervals: fourths, fifths, and the tritone</p> <p>Students will be able to sing major and minor scales and intervals using the solfege system.</p> <p>Students will be able to identify (aurally) natural, harmonic, and</p>	
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<p>musical styles</p> <p>7.3E Explain personal music preferences using appropriate terminology</p>		<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to identify (aurally) minor intervals. • Students will be able to identify (aurally) major, minor, augmented, and diminished triads. • Students will be able to notate melodies in a minor key in response to melodic dictation. • Students will be able to distinguish between minor and major tonalities. • Students will be able to sight sing a minor scale using solfege. • Students will be able to sight sing simple melodies in the keys studied. 	
<p>Unit Three: Rhythm and Meter Timeline: 3 weeks</p>			
<p>2.1E Imitate rhythmic and melodic patterns on pitched and unpitched instruments</p> <p>2.2E Perform on pitched and unpitched instruments in rhythm while applying a steady beat</p> <p>2.3E Perform rhythm accompaniments by ear</p> <p>2.4E Perform tonal accompaniments by ear</p> <p>2.5E Perform melodies by ear using a melodic instrument</p> <p>2.6E Perform with proper posture and breathing</p> <p>2.7E Perform with proper instrument technique</p>	<p>A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicates meaning.</p> <p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>To become a skilled performer requires persistence.</p> <p>Written music is open to individual interpretation.</p> <p>The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one's imagination.</p>	<p><u>Essential Questions:</u></p> <p>How conscious and deliberate is the process of creating good music?</p> <p>When does singing go from mere repetition or imitation to creative and artful performance?</p> <p>To what extent does participation in a vocal ensemble impact the performance of the ensemble?</p> <p>When is music deliberate and when is it spontaneous?</p> <p>How rational is the creative process?</p> <p>What is the value of creating and</p>	<p><u>Suggested Formative Assessment:</u></p> <p>Class discussions Teacher observations Exit tickets</p> <p><u>Suggested Summative Assessment:</u></p> <p>Quizzes Students will compose and perform rhythmic compositions Performance or transfer task Rubrics</p>

<p>2.8E Perform in groups in response to gestures of a conductor</p> <p>2.9E Perform an independent part in an ensemble setting</p> <p>2.10E Perform music representing diverse genres and styles</p> <p>2.11E Perform in groups with blend and balance</p> <p>2.12E Perform expressively with phrasing, dynamics and stylistic interpretation</p> <p>2.13E Perform a repertoire of instrumental literature with expression and technical accuracy on a pitched or unpitched instrument</p> <p>5.2E Read rhythmic notation</p> <p>5.3E Read melodic notation</p> <p>5.4E Read a single line of an instrumental or vocal part</p> <p>5.5E Notate symbols and terms for meter and rhythm</p> <p>5.6E Notate symbols for pitch</p> <p>5.7E Notate symbols and terms referring to dynamics, tempo and articulation</p> <p>5.8E Read an instrumental or vocal score</p> <p>5.9E Read unfamiliar music with tonal and rhythmic accuracy</p> <p>5.10E Read simple melodies in 2 or more clefs</p>	<p>Compositions are written with a purpose that may be self-selected or imposed.</p> <p>Compositions are a communication of emotions.</p> <p>Arrangements are based on preexisting compositions.</p> <p>Arranging allows for freedom in format of presentation.</p> <p><u>CONCEPTS</u> Rhythm Quarter Note Half Note Whole Note Eighth Note Sixteenth Note Meter/Time signature Simple Meters Syncopation Compound Meters Continued study of music reading, solfege syllables, scales, and key signatures. Music careers Music in our world Consumer awareness Performance goals Critique/evaluation Listening Compare/Contrast</p>	<p>observing works of music?</p> <p>How can empathy for another culture be developed by listening to its music?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will understand and identify simple duple, triple and quadruple meters • Students will be able to compose rhythmic compositions. • Students will be able to identify (aurally) the meter of a composition 	
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<p>6.1E Express changes and contrasts in music through movement</p> <p>6.3E Identify and classify voices by range and quality</p> <p>6.4E Identify and describe basic music forms</p> <p>6.6E Express through verbal and non-verbal means various styles/ genres of music</p> <p>6.7E Identify the elements of music within a musical composition</p> <p>6.8E Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p>6.9E Identify and explain compositional devices and techniques used in a musical work</p>			
<p>Unit Four: Melody, Harmony, Composition Timeline: 4 weeks</p>			
<p>1.1E Imitate melodic patterns</p> <p>1.16E Sing music in 4 parts with and without accompaniment</p> <p>1.17E Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory</p> <p>3.1E Improvise rhythmically with voice or on instrument</p> <p>3.2E Improvise ostinato accompaniments</p> <p>3.3E Improvise unaccompanied melodies</p> <p>3.4E Improvise melodic embellishments on</p>	<p>A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicates meaning.</p> <p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>To become a skilled performer requires persistence.</p> <p>Different instruments require different physical skill sets.</p> <p>Arrangements are based on preexisting compositions.</p>	<p>How is melody created? Does melody have to be memorable to effectively communicate to an audience? How does melody affect the mood of a composition? Does melody have to be interesting to be meaningful? What is harmony and how does it enhance a piece of music? How does harmony determine musical style? In what ways does harmony help to communicate a message to a listener? How does harmony support a melodic line? How do composers communicate?</p>	<p><u>Suggested Formative Assessment:</u> Create short melodies and analyze them in small groups.</p> <p>Compose short phrases mixed with ostinatos to create smaller works that convey a specific message, idea or mood.</p> <p>Write chords and chord progression that will later be used for a short composition.</p>

<p>given melodies in various tonalities</p> <p>3.5E Improvise rhythmic variations on given melodies</p> <p>3.6E Improvise melodic variations</p> <p>3.7E Improvise melodies over basic chord progressions</p> <p>3.8E Improvise melodies over given rhythm and tonal context</p> <p>3.9E Improvise basic harmonic accompaniment or bass line to a given melody</p> <p>3.10E Improvise melodies over given rhythm and harmonic context consistent to the styles</p> <p>4.1E Compose short songs and instrumental pieces</p> <p>4.2E Arrange short songs and/or instrumental pieces</p> <p>4.3E Utilize standard written notation in composition of short songs</p> <p>4.6E Organize the elements of music into compositions which are unified and varied</p> <p>6.1E Express changes and contrasts in music through movement</p> <p>6.2E Identify and classify instruments according to family</p> <p>6.3E Identify and classify voices by range and quality</p> <p>6.4E Identify and describe basic music forms</p>	<p>Arranging allows for freedom in format of presentation.</p> <p>Compositions are written with a purpose that may be self-selected or imposed.</p> <p>The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one's imagination.</p> <p>Improvising as part of an ensemble allows freedom within guidelines.</p> <p>Improvising as an individual allows complete creative freedom of expression.</p> <p>Improvisation is achieving a balance among technique, listening, understanding, communicating and responding.</p> <p>CONCEPTS Movement and rest in melody Conjunct and disjunct motion, melodic direction Rhythmic and melodic motives, melodic repetition and sequence Triad arrangements Triads in succession Nonharmonic tones Harmonizing a melody Further harmonizations using I, ii, ii⁷, IV, V and V⁷ Chord symbols and their application in Jazz, Blues and Popular music. Composition Continued study of music reading,</p>	<p>What do composers communicate? Why does form exist in music? What is the role of contrast in the compositional process? Why are patterns important in music? How do we accurately sing in Latin?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Students will understand that the main idea of most musical compositions is expressed through the melody. • Students will understand that melodies are organized into tonalities. • Students will understand that music is organized sound. • Students will understand that all music has value even if it differs from an individual's musical preferences. • Students will understand that music contains patterns within a tonal system. <p>Students will understand that music can be composed using tonalities other than major or minor.</p> <ul style="list-style-type: none"> • Students will understand that chords and chord progressions are the foundation of tonal music. • Students will be able to compose melodies in major and minor tonalities. • Students will be able to compose melodies over a given chord progression. • Students will be able to write a 	<p>Analyze a piece of music looking for melody and harmony.</p> <p>Suggested Summative Assessment: Quizzes Singing assessments on sight-reading Transfer or performance tasks rubrics</p>
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<p>6.5E Identify and describe common instrumental and vocal ensembles</p> <p>6.6E Express through verbal and non-verbal means various styles/ genres of music</p> <p>6.7E Identify the elements of music within a musical composition</p> <p>6.8E Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p>6.9E Identify and explain compositional devices and techniques used in a musical work</p> <p>7.2E Identify ways for evaluating compositions and performances</p> <p>7.4E Discuss and evaluate the relationship between music and human emotions</p> <p>7.5E Develop and apply criteria for evaluating compositions and performances</p>	<p>solfege syllables, scales, and key signatures. Music of Various Cultures Latin Text</p>	<p>four part composition.</p> <ul style="list-style-type: none"> • Students will be able to display knowledge of music terminology when composing music. • Students will be able to evaluate various compositional elements within a piece of music. • Students will be able to respond to recorded music written by various composers • Students will be able to improvise basic rhythms and melodies on unpitched percussion. • Students will be able to compose simple melodies with chord progressions on piano. • Students will understand that composition is a communication between the composer and the intended audience • Students will understand that patterns are inherent to musical compositions 	
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Curriculum Framework for Performing Arts

School: First State Military Academy

Curricular Tool: Teacher Developed

Course: Introduction to Music

Standards Alignment	Unit Concepts	Essential Questions Student Learning Targets	Assessments
Unit One: Melody Timeline : 2 weeks			
<p>1.1E- Imitate melodic patterns</p> <p>1.7E -Sing call and response</p> <p>5.1E - Identify and define standard notation symbols</p> <p>5.21E- Identify and define standard notation symbols</p> <p>5.3E - Identify and define standard notation symbols</p> <p>5.4E- Read a single line of an instrumental or vocal part</p> <p>5.8E – Read an instrumental or vocal score</p> <p>6.7E - Identify the elements of music within a musical composition</p> <p>6.9 D/P - Identify and explain compositional devices and techniques used in a musical work</p>	<p>A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning.</p> <p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>To become a skilled performer requires persistence.</p> <p>Written music is open to individual interpretation.</p>	<p>Essential Questions:</p> <p>How conscious and deliberate is the process of creating good music?</p> <p>When does singing go from mere repetition or imitation to creative and artful performance?</p> <p>To what extent does participation in a vocal ensemble impact the performance of the ensemble?</p> <p>When is music deliberate and when is it spontaneous?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Students will gain an understanding of basic music terminology. • Students will be able to use the singing voice and various classroom instruments to facilitate their understanding of melody. 	<p>Suggested Formative Assessment</p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary work</p> <p>Class discussions</p> <p>Suggested Summative Assessment</p> <p>Transfer or</p> <p>Performance tasks</p> <p>rubrics</p> <p>quizzes</p>
Unit Two: Rhythm, Harmony and Meter Timeline: 2 weeks			
<p>1.1E- Imitate melodic patterns</p> <p>1.3E -Sing on pitch in rhythm while applying a steady beat</p> <p>2.1E - Imitate rhythmic and melodic patterns on pitched and unpitched instruments</p>	<p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>To become a skilled</p>	<p>Essential Questions:</p> <p>When does playing an instrument move from mere repetition or imitation to creative and artful performance?</p> <p>To what extent does participation in an instrumental ensemble impact the performance of the ensemble?</p>	<p>Suggested Formative Assessment</p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary</p>

<p>2.2E - Perform on pitched and unpitched instruments in rhythm while applying a steady beat</p> <p>2.3E - Perform rhythm accompaniments by ear</p> <p>3.1E - Perform rhythm accompaniments by ear</p> <p>3.5E - Improvise rhythmic variations on given melodies</p> <p>5.2E – Read rhythmic notation</p> <p>5.5E - Notate symbols and terms for meter and rhythm</p> <p>6.7E - Identify the elements of music within a musical composition</p> <p>6.9 D/P - Identify and explain compositional devices and techniques used in a musical work</p>	<p>performer requires persistent.</p> <p>Different instruments require different physical skill sets.</p> <p>Written music is open to individual interpretation.</p> <p>Improvisation is achieving a balance among technique, listening, understanding, communicating and responding.</p> <p>Improvising as an individual allows complete creative freedom of expression.</p>	<p>How conscious and deliberate is the process of creating good music?</p> <p>When is music deliberate and when is it most spontaneous?</p> <p>How much in music is inspiration and how much is perspiration?</p> <p>How much in music is technical skill and how much is “magic”?</p> <p>How much do you have to know about song structure and chord progressions to improvise well?</p> <p>When is music deliberate and when is it most spontaneous?</p> <p>To what extent is improvisation a form of communication?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to engage in both parts of an ensemble; listener and performer. • Students will gain an understanding of how their participation impacts the total performance. • Students will be able to demonstrate how improvising within an ensemble allows freedom with guidelines. 	<p><u>Suggested Summative Assessment</u></p> <p>Performance or Transfer tasks Rubrics quizzes</p>
<p>Unit Three: Musical Form, Expression and Instrument Families Timeline: 3 weeks</p>			
<p>5.8E - -Read an instrumental or vocal score</p> <p>6.1E - Express changes and contrasts in music through movement</p> <p>6.2 E - Identify and classify instruments according to family</p> <p>6.4 E - Identify and describe basic music forms</p> <p>6.5 E - Identify and describe common</p>	<p>To become a skilled performer requires persistence.</p> <p>Different instruments require different physical skill sets.</p> <p>Written music is open to individual interpretation.</p>	<p><u>Essential Questions:</u></p> <p>When does playing an instrument move from mere repetition or imitation to creative and artful performance?</p> <p>How conscious and deliberate is the process of creating good music?</p> <p>How much in music is inspiration and how much is perspiration?</p>	<p><u>Suggested Formative Assessment</u></p> <p>Teacher observations Presentations Homework Vocabulary</p> <p><u>Suggested Summative</u></p>

<p>instrumental and vocal ensembles</p> <p>6.6 E - Express through verbal and non-verbal means various styles/genres of music</p> <p>6.8 D/P - Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p>6.9 D/P - Identify and explain compositional devices and techniques used in a musical work</p>	<p>Improvisation is achieving a balance among technique, listening, understanding, communicating and responding.</p> <p>The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one's imagination.</p> <p>Compositions are written with a purpose that may be self-selected or imposed.</p> <p>Arranging allows for freedom in format of presentation.</p> <p>Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.</p> <p>Written music is open to individual interpretation</p>	<p>How much in music is technical skill and how much is "magic"?</p> <p>How much do you have to know about song structure and chord progressions to improvise well?</p> <p>When is music deliberate and when is it most spontaneous?</p> <p>To what extent is improvisation a form of communication? How rational is the creative process?</p> <p>How can I make a tune or piece my own?</p> <p>When does mere repetition or imitation become creative and artful performance?</p> <p>How essential is written music to the process of composition?</p> <p>Should music be rearranged that has already been created?</p> <p>Why learn to read and notate music? Why not?</p> <p>When is the best time to learn notation? According to whom?</p> <p>How essential is written music to the process of composition</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will gain understanding of how persistence is required in order to become a skilled performer. • Students will be able to use different skill sets in order to play different instruments. • Students will be able to demonstrate how personal style impacts music. • Students will be able to use tone, texture, design, timbre, rhythm and theme to create musical 	<p><u>Assessment</u></p> <p>Performance or transfer task</p> <p>Rubrics</p> <p>quizzes</p>
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		<p>compositions.</p> <ul style="list-style-type: none"> • Students will be able to discuss the emotions communicated through compositions. • Students will be able to describe how music is a language that has symbols and rules. 	
<p>Unit Four: Musical Ensembles and Music in Society Timeline: 3 weeks</p>			
<p>8.1E-Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p>8.2 D/P -Make connections with other disciplines as they relate to music</p> <p>8.3 D/P -Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p>8.4 D/P -Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p>8.5 D/P -Compare and contrast artistic themes across cultures, history and multiple media</p> <p>9.1 E -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p>9.2 D/P -Listen to music from various periods and diverse cultures by genre or style</p> <p>9.3 D/P -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p>9.4 D/P -Identify sources of American music genres; trace the evolution of those genres and well known musicians</p>	<p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>Improvising as part of an ensemble allows freedom within guidelines.</p> <p>A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning.</p> <p>To become a skilled performer requires persistence.</p> <p>Written music is open to individual interpretation.</p> <p>The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one's imagination.</p> <p>Compositions are written</p>	<p><u>Essential Questions:</u></p> <p>When does playing an instrument move from mere repetition or imitation to creative and artful performance?</p> <p>How conscious and deliberate is the process of creating good music?</p> <p>How much in music is inspiration and how much is perspiration?</p> <p>How much in music is technical skill and how much is "magic"?</p> <p>How much do you have to know about song structure and chord progressions to improvise well?</p> <p>When is music deliberate and when is it most spontaneous?</p> <p>To what extent is improvisation a form of communication?</p> <p>How rational is the creative process?</p> <p>How can I make a tune or piece my own?</p> <p>When does mere repetition or imitation become creative and artful performance?</p> <p>How essential is written music to the process of composition?</p> <p>Should music be rearranged that has already been</p>	<p><u>Suggested Formative Assessment</u></p> <p>Teacher observations Presentations Homework Vocabulary Class discussions</p> <p><u>Suggested Summative Assessment</u></p> <p>Performance or transfer tasks rubrics quizzes</p>

<p>associated with them</p> <p>9.5 D/P -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p>9.6 D/P -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>with a purpose that may be self-selected or imposed. Compositions are a communication of emotions.</p> <p>Arrangements are based on preexisting compositions.</p> <p>Arranging allows for freedom in format of presentation.</p>	<p>created?</p> <p>Why learn to read and notate music? Why not?</p> <p>When is the best time to learn notation? According to whom?</p> <p>How essential is written music to the process of composition</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will gain understanding of how persistence is required in order to become a skilled performer. • Students will be able to use different skill sets in order to play different instruments. • Students will be able to demonstrate how personal style impacts music. • Students will be able to use tone, texture, design, timbre, rhythm and theme to create musical compositions. 	
<p>Unit Five: Ragtime, Blues and Jazz Timeline: 3 weeks</p>			
<p>6.1E - Express changes and contrasts in music through movement</p> <p>6.4 E - Identify and describe basic music forms</p> <p>6.5 E - Identify and describe common instrumental and vocal ensembles</p> <p>6.9 D/P - Identify and explain compositional devices and techniques used in a musical work</p> <p>7.1E -Express personal preferences for specific musical styles</p> <p>7.2E -Identify ways for evaluating compositions and performances</p> <p>7.3E -Explain personal music preferences</p>	<p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The more one knows about music the more opportunities one has to connect with the meaning.</p> <p>Music reflects the environment and times of its creation.</p>	<p><u>Essential Questions:</u></p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>What influences the development of a personal aesthetic?</p> <p>How influential is the taste of the time, and why?</p> <p>On what basis can music be compared and contrasted?</p> <p>Why learn the historical context prior to evaluating music?</p>	<p><u>Suggested Formative Assessment</u> Teacher observations Presentations Homework Vocabulary</p> <p><u>Suggested Summative Assessment</u> Performance or transfer task Rubric quizzes</p>

<p>using appropriate terminology</p> <p>7.4 D/P -Discuss and evaluate the relationship between music and human emotions</p> <p>7.5 D/P -Develop and apply criteria for evaluating compositions and performances</p> <p>7.6 D/P -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>8.5 D/P -Compare and contrast artistic themes across cultures, history and multiple media</p> <p>9.1 E -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p>9.4 D/P -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p>9.5 D/P -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p>9.6 D/P -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p>	<p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>To what extent is participation in music education an important part of one's comprehensive education?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians?</p> <p>To what extent does music play a role in culture?</p> <p>To what extent does music influence social change?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to actively listen and communicate regarding the music. • Students will be able to use the knowledge gained to communicate the meaning of the music. • Students will be able to describe what makes the audience an integral part of any performance. • Students will understand that musical taste is subjective and based on personal preferences. • Students will be able to understand the music's connection to math. • Students will be able to describe how music is a world language. • Students will demonstrate music's connection to art and artistic expression. • Students will be able to describe the cultural impact music has on a society. 	
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		<ul style="list-style-type: none"> Students will be able to discuss how Blues, Ragtime and Jazz became a part of America's musical foundation. 	
Unit Six: 19th Century America Timeline: 2 weeks			
<p>6.1E - Express changes and contrasts in music through movement</p> <p>6.4 E - Identify and describe basic music forms</p> <p>6.9 D/P - Identify and explain compositional devices and techniques used in a musical work</p> <p>8.2D/P -Make connections with other disciplines as they relate to music</p> <p>8.3 D/P-Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p>8.5 D/P -Compare and contrast artistic themes across cultures, history and multiple media</p> <p>9.2 D/P -Listen to music from various periods and diverse cultures by genre or style</p> <p>9.3 D/P -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p>9.4 D/P -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p>9.5 D/P -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p>	<p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music complements other art forms.</p>	<p><u>Essential Questions:</u></p> <p>When is sound considered music?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>What influences the development of a personal aesthetic?</p> <p>How influential is the taste of the time, and why?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>To what extent is participation in music education an important part of one's comprehensive education?</p> <p>To what extent does learning in the arts contribute to a student's cognitive ability?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians?</p>	<p><u>Suggested Formative Assessment</u></p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary</p> <p><u>Suggested Summative Assessment</u></p> <p>Performance or transfer task</p> <p>Rubrics</p> <p>quizzes</p>

<p>9.6 D/P -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>		<p>Under what conditions should music be preserved to accurately insure the composer’s intentions? To what extent does music play a role in culture?</p> <p>To what extent does music influence social change?</p> <p>On what basis can music be compared and contrasted? To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to actively listen and communicate regarding the music. • Students will be able to use the knowledge gained to communicate the meaning of the music. • Students will be able to describe what makes the audience an integral part of any performance. • Students will understand that musical taste is subjective and based on personal preferences. • Students will be able to understand the music’s connection to math. • Students will be able to describe how music is a world language. • Students will demonstrate music’s connection to art and artistic expression. • Students will be able to describe the cultural impact music has on a society. • Students will be able to describe how social change within the United States affected music. • Students will gain an understanding of how geographical regions helped shape the music of 19th century America. • Students will be able to describe how immigrants coming to the United States brought music from their homelands creating a fusion of various musical styles. 	
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Unit Seven: The Many Voices of Rock Timeline: 3 weeks			
<p>6.1E - Express changes and contrasts in music through movement</p> <p>6.4 E - Identify and describe basic music forms</p> <p>6.5 E - Identify and describe common instrumental and vocal ensembles</p> <p>6.6 E - Express through verbal and non-verbal means various styles/genres of music</p> <p>6.8 D/P - Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p>6.9 D/P - Identify and explain compositional devices and techniques used in a musical work</p> <p>7.1E -Express personal preferences for specific musical styles</p> <p>7.2E -Identify ways for evaluating compositions and performances</p> <p>7.3E -Explain personal music preferences using appropriate terminology</p> <p>7.4 D/P -Discuss and evaluate the relationship between music and human emotions</p> <p>7.5 D/P -Develop and apply criteria for evaluating compositions and performances</p> <p>7.6 D/P -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their</p>	<p>Music has its own vocabulary.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music is one form of artistic expression.</p> <p>People communicate</p>	<p>Essential Questions:</p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>What influences the development of a personal aesthetic?</p> <p>How influential is the taste of the time, and why?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>On what basis can music be compared and contrasted?</p> <p>What are the advantages and disadvantages of live performance?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians?</p> <p>Under what conditions should music be preserved to accurately insure the composer's intentions?</p> <p>To what extent does music play a role in culture?</p>	<p>Suggested Formative Assessment</p> <p>Teacher observations Presentations Homework Vocabulary Class discussions</p> <p>Suggested Summative Assessment</p> <p>Performance or transfer task rubrics quizzes</p>

<p>personal listening and performing</p> <p>8.5 D/P -Compare and contrast artistic themes across cultures, history and multiple media</p> <p>9.1 E -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p>9.6 D/P -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>about their culture through music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>A culture’s music reflects its values.</p>	<p>To what extent does music influence social change?</p> <p>On what basis can music be compared and contrasted?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to actively listen and communicate regarding the music. • Students will be able to use the knowledge gained to communicate the meaning of the music. • Students will be able to describe what makes the audience an integral part of any performance. • Students will understand that musical taste is subjective and based on personal preferences. • Students will be able to understand the music’s connection to math. • Students will be able to describe how music is a world language. • Students will demonstrate music’s connection to art and artistic expression. • Students will be able to describe the cultural impact music has on a society. • Students will describe how rock music became an important part of American culture. • Students will be able to describe the various types of music that combine to create rock music. • Students will be able to describe what the British Invasion was and its contribution to American history. 	
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