



**FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES**  
**"Building a Better Future for Every Child - Every Day!"**  
**Summer 2014**

**Subject Content:** Music

**Grade:** 7<sup>th</sup>

**Indicates the Curriculum Map**

Note: Based on program review, the performance unit needs to be started at the beginning of the year working toward a performance at the end of each semester. The units prior to that are taught in sequence but also need to be taught as needed based on the performance.

Weeks 1 – 3	Weeks 4 – 6
<p align="center"><b>Unit/Topic</b></p> <p align="center">Purposes of Music (Recreational, Ceremonial, Artistic Expression)</p>	<p align="center"><b>Unit/Topic</b></p> <p align="center">The Elements of Music (Rhythm and Tempo)</p>
<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-07-3.1.1</p> <p>Students will identify or explain how music fulfills a variety of purposes.</p> <p align="right">DOK 2</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-7-PCA-U: Enduring Knowledge –            Understandings Students understand that:            AH-7-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).            AH-7-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure.            AH-7-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.            B.AH-7-PCA-S-Mu: Skills and Concepts – Music Students will:            AH-7-PCA-S-Mu1: compare and explain purposes for which music is created to</p>	<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-07-1.1.1</p> <p>Students will analyze the use of elements in a variety of music.</p> <p>AH-07-1.1.3: Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</p> <p align="right">DOK 3</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-7-SA-U: Enduring Knowledge –            Understandings Students understand that:            AH-7-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.            AH-7-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.            AH-7-SA-U-4: Existing and emerging technologies can inspire new applications of structural components.            B.AH-7-SA-S-Mu: Skills and Concepts – Music Students will:</p>

fulfill (ceremonial, recreational, artistic expression) AH-7-PCA-S-Mu2: create new, listen to, choose and perform music to fulfill a variety of specific purposes			AH-7-SA-S-Mu1: use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) AH-7-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others AH-7-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects AH-7-SA-S-Mu4: recognize, describe and compare various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads) AH-7-SA-S-Mu5: identify instruments according to classifications (family, voices, folk and orchestral instruments)		
<b>CURRICULUM</b>			<b>CURRICULUM</b>		
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>
Ceremonial	Recreational	Artistic Expression	Rhythm	Rhythm	Tempo
<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>
I can classify music into its appropriate purpose.	I can classify music into its appropriate purpose.	I can classify music into its appropriate purpose.	<p>I can create rhythmic patterns using the following durations (whole, half, quarter, eighth, and sixteenth notes and rests, dotted quarter and dotted half notes).</p> <p>I can identify time signatures (2/4, 3/4, 4/4, 6/8).</p> <p>I can detect syncopated rhythms.</p>	<p>I can create rhythmic patterns using the following durations (whole, half, quarter, eighth, and sixteenth notes and rests, dotted quarter and dotted half notes).</p> <p>I can identify time signatures (2/4, 3/4, 4/4, 6/8).</p> <p>I can detect syncopated rhythms.</p>	I can categorize music into a variety of tempi (largo, moderato, allegro, & presto).

<p><b>Critical Vocabulary</b></p> <p>Culture Ceremonial Recreational Artistic Expression</p>	<p><b>Critical Vocabulary</b></p> <p>Culture Ceremonial Recreational Artistic Expression</p>	<p><b>Critical Vocabulary</b></p> <p>Culture Ceremonial Recreational Artistic Expression</p>	<p><b>Critical Vocabulary</b></p> <p>Rhythm Duration Notes (Whole, Half, Quarter, Eighth, Sixteenth, Dotted Half, Dotted Quarter) Rests (Whole, Half, Quarter, Eighth, Sixteenth) Time Signature Syncopation</p>	<p><b>Critical Vocabulary</b></p> <p>Rhythm Duration Notes (Whole, Half, Quarter, Eighth, Sixteenth, Dotted Half, Dotted Quarter) Rests (Whole, Half, Quarter, Eighth, Sixteenth) Time Signature Syncopation</p>	<p><b>Critical Vocabulary</b></p> <p>Tempo Presto Allegro Moderato Largo</p>
<p><b>Suggested Strategies/Activities</b></p> <p>Listen to a variety of music and identify the primary purpose.</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Listen to a variety of music and identify the primary purpose.</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Listen to a variety of music and identify the primary purpose.</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Music Ace 2 Lessons</p> <p>Compose and perform various rhythm patterns in various time signatures</p> <p>Aurally identify rhythmic patterns</p> <p>Who's the Champ rhythmic dictation game</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Music Ace 2 Lessons</p> <p>Compose and perform various rhythm patterns in various time signatures</p> <p>Aurally identify rhythmic patterns</p> <p>Who's the Champ rhythmic dictation game</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Music Ace 2 Lessons</p> <p>Compose and perform various rhythm patterns in various time signatures</p> <p>Aurally identify rhythmic patterns</p> <p>Who's the Champ rhythmic dictation game</p> <p>Listen to a variety of music to identify various tempos</p> <p>Perform a variety of</p>

					rhythms at various tempos.
<p><b>Balanced Assessment: Formative</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i></p>	<p><b>Balanced Assessment: Formative</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i></p>	<p><b>Balanced Assessment: Formative</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i></p>	<p><b>Balanced Assessment: Formative</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Balanced Assessment: Formative</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Balanced Assessment: Formative</b></p> <p>School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p><b>Resources Needed</b></p> <p><i>Making Music - Textbooks</i></p>	<p><b>Resources Needed</b></p> <p><i>Making Music -</i></p>	<p><b>Resources Needed</b></p> <p><i>Making Music -</i></p>	<p><b>Resources Needed</b></p> <p>Music Ace 2 Software</p>	<p><b>Resources Needed</b></p> <p>Music Ace 2 Software</p>	<p><b>Resources Needed</b></p> <p>Music Ace 2 Software</p>

and CD's KET Arts Toolkit Videos	Textbooks and CD's KET Arts Toolkit Videos	Textbooks and CD's KET Arts Toolkit Videos	Making Music – Textbooks and CD's KET Arts Toolkit Classroom instruments	Making Music – Textbooks and CD's KET Arts Toolkit Classroom instruments	Making Music – Textbooks and CD's KET Arts Toolkit Classroom instruments
<b>Higher Order Questions</b> Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	<b>Higher Order Questions</b> Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	<b>Higher Order Questions</b> Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.	<b>Higher Order Questions</b> Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b> Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b> Analyze the song we have been singing in class, explaining how two elements of music are utilized.

Weeks 7-9	Weeks 10-12
<p align="center"><b>Unit/Topic</b></p> <p align="center">The Elements of Music (Dynamics and Form)</p>	<p align="center"><b>Unit/Topic</b></p> <p align="center">The Elements of Music (Melody)</p>
<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-07-1.1.1 Students will analyze the use of elements in a variety of music. AH-07-1.1.3: Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</p> <p align="right">DOK 3</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-7-SA-U: Enduring Knowledge – Understandings Students understand that: AH-7-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-7-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts. AH-7-SA-U-4: Existing and emerging technologies can inspire new applications of structural components. B.AH-7-SA-S-Mu: Skills and Concepts – Music Students will: AH-7-SA-S-Mu1: use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) AH-7-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others AH-7-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects AH-7-SA-S-Mu4: recognize, describe and compare various styles of music</p>	<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-07-1.1.1 Students will analyze the use of elements in a variety of music. AH-07-1.1.3: Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</p> <p align="right">DOK 3</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-7-SA-U: Enduring Knowledge – Understandings Students understand that: AH-7-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-7-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts. AH-7-SA-U-4: Existing and emerging technologies can inspire new applications of structural components. B.AH-7-SA-S-Mu: Skills and Concepts – Music Students will: AH-7-SA-S-Mu1: use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) AH-7-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others AH-7-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects AH-7-SA-S-Mu4: recognize, describe and compare various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads) AH-7-SA-S-Mu5: identify instruments according to classifications (family, voices,</p>

(gospel, Broadway musicals, blues, popular, marches, ballads) AH-7-SA-S-Mu5: identify instruments according to classifications (family, voices, folk and orchestral instruments)			folk and orchestral instruments)		
<b>CURRICULUM</b>			<b>CURRICULUM</b>		
<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>
Dynamics	Dynamics	Form	Melody	Melody	Melody
<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>
I can aurally identify dynamic levels in a given piece of music (pp, p, mp, mf, f, ff, crescendo, decrescendo).	I can aurally identify dynamic levels in a given piece of music (pp, p, mp, mf, f, ff, crescendo, decrescendo).	I can classify a variety of music into appropriate forms (AB, ABA, and call & response).	I can create melodic patterns using the pitches on the grand staff (treble & bass clef). I can compose a piece of music using appropriate elements.	I can create melodic patterns using the pitches on the grand staff (treble & bass clef). I can compose a piece of music using appropriate elements.	I can create melodic patterns using the pitches on the grand staff (treble & bass clef). I can compose a piece of music using appropriate elements.
<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>
Dynamics Pianissimo Piano Mezzo Piano Mezzo Forte Forte Fortissimo	Dynamics Pianissimo Piano Mezzo Piano Mezzo Forte Forte Fortissimo	Form AB ABA Call and Response	Melody Treble Clef Staff Pitch Phrase	Melody Bass Clef Staff Pitch Phrase	Melody Grand Staff Phrase
<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>
Students will add dynamic markings to previously composed rhythm patterns and	Students will add dynamic markings to previously composed rhythm patterns and	Students will compose and perform a 12 measure rhythmic piece in ABA form.	Students will identify notes on the grand staff.	Students will perform a two measure melodic pattern.	Students will create and notate a two measure melodic pattern.

perform those rhythms while observing the dynamic markings.  Students will listen to a variety of music and identify the dynamics being used.	perform those rhythms while observing the dynamic markings.  Students will listen to a variety of music and identify the dynamics being used.	Students will listen to a variety of music and identify the form of each piece.	Students will draw given notes on the grand staff.		Students will perform their two measure melodic pattern.
<b>Balanced Assessment: Formative</b>  All County Choir program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	<b>Balanced Assessment: Formative</b>  All County Choir program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	<b>Balanced Assessment: Formative</b>  All County Choir program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	<b>Balanced Assessment: Formative</b>  Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	<b>Balanced Assessment: Formative</b>  Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	<b>Balanced Assessment: Formative</b>  Veteran’s Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.
<b>Summative</b>  School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	<b>Summative</b>  School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	<b>Summative</b>  School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	<b>Summative</b>  All County Choir program – Performance would be summative with a written/oral critique by performers and observers.	<b>Summative</b>  All County Choir program – Performance would be summative with a written/oral critique by performers and observers.	<b>Summative</b>  All County Choir program – Performance would be summative with a written/oral critique by performers and observers.
<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>
<b>Resources Needed</b>  Making Music – Textbooks and CD’s	<b>Resources Needed</b>  Making Music – Textbooks and CD’s	<b>Resources Needed</b>  Making Music – Textbooks and CD’s	<b>Resources Needed</b>  Making Music – Textbooks and CD’s	<b>Resources Needed</b>  Making Music – Textbooks and CD’s	<b>Resources Needed</b>  Making Music – Textbooks and CD’s



KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit
Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments
<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>
Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.

Weeks 13-15	Weeks 16-18
<p align="center"><b>Unit/Topic</b></p> <p align="center">Processes in the Arts</p>	<p align="center"><b>Unit/Topic</b></p> <p align="center">Processes in the Arts</p>
<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-07-4.1: Music            AH-07-4.1.1: Students will create and notate in similar style answers to musical phrases.            AH-07-4.1.2: Students will improvise variations on given rhythms or melodies.            AH-07-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.            AH-07-4.1.4: Students will use a variety of musical sound sources to create and perform music.            AH-07-4.1.5: Students will sing or play alone and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</p> <p align="right">DOK 3</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-7-PA-U: Enduring Knowledge – Understandings Students understand that:            AH-7-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.            AH-7-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.            AH-7-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.            AH-7-PA-U-4: existing and emerging technologies can extend the reach of the art form to audiences.            B.AH-7-PA-S-Mu: Skills and Concepts – Music Students will:</p>	<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-07-4.1: Music            AH-07-4.1.1: Students will create and notate in similar style answers to musical phrases.            AH-07-4.1.2: Students will improvise variations on given rhythms or melodies.            AH-07-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.            AH-07-4.1.4: Students will use a variety of musical sound sources to create and perform music.            AH-07-4.1.5: Students will sing or play alone and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-7-PA-U: Enduring Knowledge – Understandings Students understand that:            AH-7-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.            AH-7-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.            AH-7-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.            AH-7-PA-U-4: existing and emerging technologies can extend the reach of the art form to audiences.            B.AH-7-PA-S-Mu: Skills and Concepts – Music Students will:            AH-7-PA-S-Mu1: be actively involved in creating, notating, improvising and performing music (e.g., similar style answers to musical phrases,</p>

<p>AH-7-PA-S-Mu1: be actively involved in creating, notating, improvising and performing music (e.g., similar style answers to musical phrases, variations on given melodies, demonstrating unity/variety, tension/release, and balance) alone and with others</p> <p>AH-7-PA-S-Mu2: use knowledge of musical elements and a variety of sound sources to create and perform music in an expressive manner</p> <p>AH-7-PA-S-Mu3: sing or play alone and with others examples of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice)</p> <p>AH-7-PA-S-Mu4: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <p>AH-7-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p>AH-7-PA-S-Mu6: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way</p>	<p>variations on given melodies, demonstrating unity/variety, tension/release, and balance) alone and with others</p> <p>AH-7-PA-S-Mu2: use knowledge of musical elements and a variety of sound sources to create and perform music in an expressive manner</p> <p>AH-7-PA-S-Mu3: sing or play alone and with others examples of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice)</p> <p>AH-7-PA-S-Mu4: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <p>AH-7-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p>AH-7-PA-S-Mu6: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way</p>
---	--

CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<b>Identify Sub-Topics</b>  Performance	<b>Identify Sub-Topics</b>  Performance	<b>Identify Sub-Topics</b>  Performance	<b>Identify Sub-Topics</b>  Performance	<b>Identify Sub-Topics</b>  Performance	<b>Identify Sub-Topics</b>  Performance
<b>I CAN STATEMENTS:</b>  I can perform a piece of music using appropriate elements of music.  I can critique the performance of a piece of music using appropriate elements	<b>I CAN STATEMENTS:</b>  I can perform a piece of music using appropriate elements of music.  I can critique the performance of a piece of music using appropriate elements	<b>I CAN STATEMENTS:</b>  I can perform a piece of music using appropriate elements of music.  I can critique the performance of a piece of music using appropriate elements of music.	<b>I CAN STATEMENTS:</b>  I can perform a piece of music using appropriate elements of music.  I can critique the performance of a piece of music using appropriate elements of	<b>I CAN STATEMENTS:</b>  I can perform a piece of music using appropriate elements of music.  I can critique the performance of a piece of music using appropriate elements	<b>I CAN STATEMENTS:</b>  I can perform a piece of music using appropriate elements of music.  I can critique the performance of a piece of music using appropriate elements of

of music.	of music.		music.	of music.	music.
<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>
Perform Create Critique Rehearse	Perform Create Critique Rehearse	Perform Create Critique Rehearse	Perform Create Critique Rehearse	Perform Create Critique Rehearse	Perform Create Critique Rehearse
<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>
Present a performance for a selected audience.  Critique a performance using appropriate vocabulary.	Present a performance for a selected audience.  Critique a performance using appropriate vocabulary.	Present a performance for a selected audience.  Critique a performance using appropriate vocabulary.	Present a performance for a selected audience.  Critique a performance using appropriate vocabulary.	Present a performance for a selected audience.  Critique a performance using appropriate vocabulary.	Present a performance for a selected audience.  Critique a performance using appropriate vocabulary.
<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>
Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.
<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>
Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.	Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.	Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.	Christmas program – Performance would be summative with a written/oral critique by performers and observers.	Christmas program – Performance would be summative with a written/oral critique by performers and observers.	Christmas program – Performance would be summative with a written/oral critique by performers and observers.
<b>Common (PLC Teams will design the common assessments, i.e., grade level,</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level,</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level,</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>

<b>and/or depts..)</b>	<b>and/or depts..)</b>	<b>and/or depts..)</b>	<b>and/or depts..)</b>	<b>and/or depts..)</b>	<b>and/or depts..)</b>
<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>
Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments	Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments	Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments	Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments	Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments	Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments
<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>
Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.

Weeks 19-21	Weeks 22-24
<p align="center"><b>Unit/Topic</b></p> <p align="center">The Elements of Music</p>	<p align="center"><b>Unit/Topic</b></p> <p align="center">The Elements of Music</p>
<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-07-1.1.1 Students will analyze the use of elements in a variety of music.            AH-07-1.1.3: Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</p> <p align="right">DOK 3</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-7-SA-U: Enduring Knowledge – Understandings Students understand that:            AH-7-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.            AH-7-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.            AH-7-SA-U-4: Existing and emerging technologies can inspire new applications of structural components.            B.AH-7-SA-S-Mu: Skills and Concepts – Music Students will:            AH-7-SA-S-Mu1: use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics)            AH-7-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others            AH-7-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects            AH-7-SA-S-Mu4: recognize, describe and compare various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads)            AH-7-SA-S-Mu5: identify instruments according to classifications (family,</p>	<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-07-1.1.1 Students will analyze the use of elements in a variety of music.            AH-07-1.1.2: Students will identify instruments according to classifications.            AH-07-1.1.3: Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</p> <p align="right">DOK 3</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-7-SA-U: Enduring Knowledge – Understandings Students understand that:            AH-7-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.            AH-7-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.            AH-7-SA-U-4: Existing and emerging technologies can inspire new applications of structural components.            B.AH-7-SA-S-Mu: Skills and Concepts – Music Students will:            AH-7-SA-S-Mu1: use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics)            AH-7-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others            AH-7-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects            AH-7-SA-S-Mu4: recognize, describe and compare various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads)            AH-7-SA-S-Mu5: identify instruments according to classifications (family, voices, folk and orchestral instruments)</p>

voices, folk and orchestral instruments)					
CURRICULUM		CURRICULUM			
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Harmony	Harmony	Harmony	Instrument Timbres	Instrument Timbres	Vocal Timbres
<b>I CAN STATEMENTS:</b> I can categorize harmony (unison & parts). I can categorize triads into major and minor.	<b>I CAN STATEMENTS:</b> I can categorize harmony (unison & parts). I can categorize triads into major and minor.	<b>I CAN STATEMENTS:</b> I can categorize harmony (unison & parts). I can categorize triads into major and minor.	<b>I CAN STATEMENTS:</b> I can classify instruments into appropriate families.	<b>I CAN STATEMENTS:</b> I can classify instruments into appropriate families.	<b>I CAN STATEMENTS:</b> I can aurally classify vocal parts.
<b>Critical Vocabulary</b> Harmony Unison Triad Major Minor	<b>Critical Vocabulary</b> Harmony Unison Triad Major Minor	<b>Critical Vocabulary</b> Harmony Unison Triad Major Minor	<b>Critical Vocabulary</b> Timbre (Tone Color) String Woodwind Brass Percussion Orchestra Folk	<b>Critical Vocabulary</b> Timbre (Tone Color) String Woodwind Brass Percussion Orchestra Folk	<b>Critical Vocabulary</b> Timbre (Tone Color) Soprano Alto Tenor Bass
<b>Suggested Strategies/Activities</b> Students will listen to a variety of music and identify whether the music contains harmony. Students will identify triads in root position.	<b>Suggested Strategies/Activities</b> Students will listen to a variety of music and identify whether the music contains harmony. Students will identify triads in root position.	<b>Suggested Strategies/Activities</b> Students will listen to a variety of music and identify major and minor tonalities. Students will construct triads in root position.	<b>Suggested Strategies/Activities</b> Students will listen to a variety of music and identify the instrument families heard. Students will construct an instrument and be able to do the following: play the	<b>Suggested Strategies/Activities</b> Students will listen to a variety of music and identify the instrument families heard. Students will construct an instrument and be able to do the	<b>Suggested Strategies/Activities</b> Students will listen to a variety of music and identify the vocal part heard.

			instrument, identify what instrument family it is from and why it is from that family.	following: play the instrument, identify what instrument family it is from and why it is from that family.	
<p><b>Balanced Assessment: Formative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Juried events (KMEA Solo &amp; ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p><b>Balanced Assessment: Formative</b></p> <p>All County band – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p><b>Balanced Assessment: Formative</b></p> <p>All County band – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p><b>Balanced Assessment: Formative</b></p> <p>All County band – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>
<p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p><b>Resources Needed</b></p> <p>Making Music –</p>	<p><b>Resources Needed</b></p> <p>Making Music –</p>	<p><b>Resources Needed</b></p> <p>Making Music –</p>	<p><b>Resources Needed</b></p> <p>Making Music – Textbooks</p>	<p><b>Resources Needed</b></p> <p>Making Music –</p>	<p><b>Resources Needed</b></p> <p>Making Music –</p>



Textbooks and CD's KET Arts Toolkit Music Ace Software Classroom instruments	Textbooks and CD's KET Arts Toolkit Music Ace Software Classroom instruments	Textbooks and CD's KET Arts Toolkit Music Ace Software Classroom instruments	and CD's KET Arts Toolkit Music Ace Software Classroom instruments	Textbooks and CD's KET Arts Toolkit Music Ace Software Classroom instruments	Textbooks and CD's KET Arts Toolkit Music Ace Software Classroom instruments
<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.	<b>Higher Order Questions</b>  Analyze the song we have been singing in class, explaining how two elements of music are utilized.

Weeks 25-27	Weeks 28-30
<p align="center"><b>Unit/Topic</b></p> <p align="center">Cultures/Periods (Classical Greece)</p>	<p align="center"><b>Unit/Topic</b></p> <p align="center">Cultures/Periods (Medieval)</p>
<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-07-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music.</p> <p align="right">DOK 3</p> <p><u>Classical Greece</u> - Presents the universal ideal of beauty through logic, order, reason and moderation. (Pythagorean – music theory based on mathematical logic)</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-7-HA-U: Enduring Knowledge – Understandings Students understand that:  AH-7-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.  AH-7-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves.  AH-7-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.  B.AH-7-HA-S-Mu: Skills and Concepts – Music Students will:  AH-7-HA-S-Mu1: describe and analyze distinguishing characteristics of music representing a variety of world cultures (e.g., Classical Greece-Pythagoras’ music theory) and historical periods (e.g., Medieval)  AH-7-HA-S-Mu2: listen to, perform and classify music representing a variety of world cultures and historical periods  AH-7-HA-S-Mu3: examine music from various world cultures and explain how music reflects the culture, cultural beliefs, or blending of cultures; use examples to illustrate how music has directly influenced society or culture  AH-7-HA-S-Mu4: examine music from various time periods and explain how</p>	<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-07-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music.</p> <p align="right">DOK 3</p> <p><u>Medieval</u> - Appeals to the emotions and stresses the importance of religion. (Gregorian chant)</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-7-HA-U: Enduring Knowledge – Understandings Students understand that:  AH-7-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.  AH-7-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves.  AH-7-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.  B.AH-7-HA-S-Mu: Skills and Concepts – Music Students will:  AH-7-HA-S-Mu1: describe and analyze distinguishing characteristics of music representing a variety of world cultures (e.g., Classical Greece-Pythagoras’ music theory) and historical periods (e.g., Medieval)  AH-7-HA-S-Mu2: listen to, perform and classify music representing a variety of world cultures and historical periods  AH-7-HA-S-Mu3: examine music from various world cultures and explain how music reflects the culture, cultural beliefs, or blending of cultures; use examples to illustrate how music has directly influenced society or culture  AH-7-HA-S-Mu4: examine music from various time periods and explain how the influence of time and place are reflected in the music</p>

the influence of time and place are reflected in the music					
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
<b>Identify Sub-Topics</b>  Classical Greece	<b>Identify Sub-Topics</b>  Classical Greece	<b>Identify Sub-Topics</b>  Classical Greece	<b>Identify Sub-Topics</b>  Medieval	<b>Identify Sub-Topics</b>  Medieval	<b>Identify Sub-Topics</b>  Medieval
<b>I CAN STATEMENTS:</b>  I can explain how the Greek idea of beauty through logic resulted in the foundation of music theory.	<b>I CAN STATEMENTS:</b>  I can explain how the Greek idea of beauty through logic resulted in the foundation of music theory.	<b>I CAN STATEMENTS:</b> I can explain how the Greek idea of beauty through logic resulted in the foundation of music theory.	<b>I CAN STATEMENTS:</b>  I can explain how music of the Medieval period stressed the importance of religion.	<b>I CAN STATEMENTS:</b>  I can explain how music of the Medieval period stressed the importance of religion.	<b>I CAN STATEMENTS:</b>  I can explain how music of the Medieval period stressed the importance of religion.
<b>Critical Vocabulary</b>  Classical Greek Pythagorean	<b>Critical Vocabulary</b>  Classical Greek Pythagorean	<b>Critical Vocabulary</b>  Classical Greek Pythagorean	<b>Critical Vocabulary</b>  Medieval Gregorian Chant	<b>Critical Vocabulary</b>  Medieval Gregorian Chant	<b>Critical Vocabulary</b>  Medieval Gregorian Chant
<b>Suggested Strategies/Activities</b>  Listen to, recognize and respond to music from other cultures.  Perform music from this culture.  Divide students into groups. Each group will research, create and present through PowerPoints, posters	<b>Suggested Strategies/Activities</b>  Listen to, recognize and respond to music from other cultures.  Perform music from this culture.  Divide students into groups. Each group will research, create and present through PowerPoints, posters	<b>Suggested Strategies/Activities</b>  Listen to, recognize and respond to music from other cultures.  Perform music from this culture.  Divide students into groups. Each group will research, create and present through PowerPoints, posters	<b>Suggested Strategies/Activities</b>  Listen to, recognize and respond to music from other cultures.  Perform music from this culture.  Divide students into groups. Each group will research, create and present through PowerPoints, posters	<b>Suggested Strategies/Activities</b>  Listen to, recognize and respond to music from other cultures.  Perform music from this culture.  Divide students into groups. Each group will research, create and present through PowerPoints, posters and	<b>Suggested Strategies/Activities</b>  Listen to, recognize and respond to music from other cultures.  Perform music from this culture.  Divide students into groups. Each group will research, create and present through PowerPoints, posters and

and demonstrations.	and demonstrations.	and demonstrations.	and demonstrations.	demonstrations.	demonstrations.
<b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	<b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	<b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	<b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	<b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	<b>Balanced Assessment: Formative</b>  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.
<b>Summative</b>  Juried events (KMEA Solo & ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.	<b>Summative</b>  Juried events (KMEA Solo & ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.	<b>Summative</b>  Juried events (KMEA Solo & ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.	<b>Summative</b>  All County band – Performance would be summative with a written/oral critique by performers and observers.	<b>Summative</b>  All County band – Performance would be summative with a written/oral critique by performers and observers.	<b>Summative</b>  All County band – Performance would be summative with a written/oral critique by performers and observers.
<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>
<b>Resources Needed</b>  Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments	<b>Resources Needed</b>  Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments	<b>Resources Needed</b>  Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments	<b>Resources Needed</b>  Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments	<b>Resources Needed</b>  Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments	<b>Resources Needed</b>  Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments
<b>Higher Order Questions</b>  Compare/contrast the performances of different cultures and time periods.	<b>Higher Order Questions</b>  Compare/contrast the performances of different cultures and time periods.	<b>Higher Order Questions</b>  Compare/contrast the performances of different cultures and time periods.	<b>Higher Order Questions</b>  Compare/contrast the performances of different cultures and time periods.	<b>Higher Order Questions</b>  Compare/contrast the performances of different cultures and time periods.	<b>Higher Order Questions</b>  Compare/contrast the performances of different cultures and time periods.

Weeks 31-33	Weeks 34-36
<p align="center"><b>Unit/Topic</b></p> <p align="center">Processes in the Arts</p>	<p align="center"><b>Unit/Topic</b></p> <p align="center">Humanities Review</p>
<p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-07-4.1: Music</p> <p>AH-07-4.1.1: Students will create and notate in similar style answers to musical phrases.</p> <p>AH-07-4.1.2: Students will improvise variations on given rhythms or melodies.</p> <p>AH-07-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.</p> <p>AH-07-4.1.4: Students will use a variety of musical sound sources to create and perform music.</p> <p>AH-07-4.1.5: Students will sing or play alone and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-7-PA-U: Enduring Knowledge – Understandings Students understand that:</p> <p>AH-7-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.</p> <p>AH-7-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p>AH-7-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p>AH-7-PA-U-4: existing and emerging technologies can extend the reach of the art form to audiences.</p> <p>B.AH-7-PA-S-Mu: Skills and Concepts – Music Students will:</p> <p>AH-7-PA-S-Mu1: be actively involved in creating, notating, improvising and performing music (e.g., similar style answers to musical phrases,</p>	<p align="center"><b>CORE CONTENT 4.1</b></p> <p>Review all previous core content 4.1 material.</p> <p align="center"><b>Common Core Standards</b></p> <p>Review all previous common core material. Add the following interrelationship standards.</p> <p>A.AH-7-IAA-U: Enduring Knowledge – Understandings Students understand that:</p> <p>AH-7-IAA-U-1: the arts are basic forms of human communication.</p> <p>AH-7-IAA-U-2: music, dance, drama, and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.</p> <p>AH-7-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.</p> <p>AH-7-IAA-U-4: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.</p> <p>B.AH-7-IAA-S: Skills and Concepts – Arts Students will:</p> <p>AH-7-IAA-S-1: recognize and discuss common terms and concepts used in various arts (e.g., tempo in dance and music)</p> <p>AH-7-IAA-S-2: identify communication of common themes or ideas across different art forms</p> <p>AH-7-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period</p> <p>AH-7-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle,</p>

<p>variations on given melodies, demonstrating unity/variety, tension/release, and balance) alone and with others</p> <p>AH-7-PA-S-Mu2: use knowledge of musical elements and a variety of sound sources to create and perform music in an expressive manner</p> <p>AH-7-PA-S-Mu3: sing or play alone and with others examples of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice)</p> <p>AH-7-PA-S-Mu4: use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <p>AH-7-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p>AH-7-PA-S-Mu6: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way</p>	<p>fractions in music notation and mathematics, composing music and writing)</p> <p>AH-7-IAA-S-5: communicate common meaning through creating and performing in the four art forms</p>
--	--

CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
<p><b>I CAN STATEMENTS:</b></p> <p>I can perform a piece of music using appropriate elements of music.</p> <p>I can critique the performance of a piece of music using appropriate elements of music.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can perform a piece of music using appropriate elements of music.</p> <p>I can critique the performance of a piece of music using appropriate elements of music.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can perform a piece of music using appropriate elements of music.</p> <p>I can critique the performance of a piece of music using appropriate elements of music.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can demonstrate prior learning through a variety of mean (games, tests, etc.)</p> <p>I can identify and analyze the elements of music through the use of technology.</p> <p>I can identify and</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can demonstrate prior learning through a variety of mean (games, tests, etc.)</p> <p>I can identify and analyze the elements of music through the use of technology.</p> <p>I can identify and</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can demonstrate prior learning through a variety of mean (games, tests, etc.)</p> <p>I can identify and analyze the elements of music through the use of technology.</p> <p>I can identify and</p>

			analyze cultures/periods and purposes of music through the use of technology.	analyze cultures/periods and purposes of music through the use of technology.	analyze cultures/periods and purposes of music through the use of technology.
<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>
Perform Create Critique Rehearse	Perform Create Critique Rehearse	Perform Create Critique Rehearse	See all previous vocabulary.	See all previous vocabulary.	See all previous vocabulary.
<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>
Present a performance for a selected audience.  Critique a performance using appropriate vocabulary.	Present a performance for a selected audience.  Critique a performance using appropriate vocabulary.	Present a performance for a selected audience.  Critique a performance using appropriate vocabulary.	Compete in a Jeopardy tournament to review content. <a href="http://www.superteachertools.com/jeopardyx/">http://www.superteachertools.com/jeopardyx/</a> <a href="http://www.superteachertools.com/jeopardy/">http://www.superteachertools.com/jeopardy/</a> Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). <a href="http://www.superteachertools.com/index.php">http://www.superteachertools.com/index.php</a>	Compete in a Jeopardy tournament to review content. <a href="http://www.superteachertools.com/jeopardyx/">http://www.superteachertools.com/jeopardyx/</a> <a href="http://www.superteachertools.com/jeopardy/">http://www.superteachertools.com/jeopardy/</a> Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). <a href="http://www.superteachertools.com/index.php">http://www.superteachertools.com/index.php</a>	Compete in a Jeopardy tournament to review content. <a href="http://www.superteachertools.com/jeopardyx/">http://www.superteachertools.com/jeopardyx/</a> <a href="http://www.superteachertools.com/jeopardy/">http://www.superteachertools.com/jeopardy/</a> Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). <a href="http://www.superteachertools.com/index.php">http://www.superteachertools.com/index.php</a>
<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>
School wide video for test prep – Preparation for the performance would be	School wide video for test prep – Preparation for the performance would be	School wide video for test prep – Preparation for the performance would be	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)

<p>formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Summative</b></p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Summative</b></p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Summative</b></p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Summative</b></p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Summative</b></p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Summative</b></p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>
<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>	<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>	<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>	<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>	<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>	<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>
<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>	<b>Higher Order Questions</b>
<p>Evaluate the song we have been singing in class using an oral or written peer review critique.</p>	<p>Evaluate the song we have been singing in class using an oral or written peer review critique.</p>	<p>Evaluate the song we have been singing in class using an oral or written peer review critique.</p>	<p>Compare/contrast how different art forms communicate emotions.</p>	<p>Compare/contrast how different art forms communicate emotions.</p>	<p>Compare/contrast how different art forms communicate emotions.</p>