**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

**How to Use the Arts Education Curriculum Maps**

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indictors that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

**COURSE:** Band

**GRADE LEVEL(s):** 5/6-12

**PURPOSE:**

The purpose of all music courses in the Shelby County Schools is to develop comprehensive musicianship, in partnership with other core disciplines, with a focus of musical literacy.  We believe all students have tremendous potential to learn and enjoy music. While research shows that music helps students develop higher-order skills and increase desire to learn, our driving goal is to empower students to use their minds more creatively by inspiring them to broaden their experiences and enrich their lives.

The 5/6th – 12th grade band program allows students transfer prior knowledge and skills to explore and develop their musicianship through performance on wind and percussion instruments that are standard to the concert band.

All 5/6th-12th band classes are elective curricular courses that meet during the school day, every day throughout the course of the school year. For grading purposes, all music students are required to exhibit their musical knowledge through public performances and participation in district approved individual and large group assessment festivals.

**GRADE SPECIFIC BENCHMARKS:**

**Middle School Band II (HS Instrumental Music II) (2nd  year)**

**Elective Course.**

**Prerequisite: Beginning Band/Instrumental Music I**

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| **Knowledge and Skills** | **Activities/Outcomes** | **Assessments** | **Resources** |
| **QUARTER 1 Knowledge and Skills** |  |  |  |
| **PERFORM**  **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** Students will read and notate music. |  |  |  |
| **Scales/Rudiments** | Produce a characteristic tone quality.  Explain the concept of and perform a major scale in at least two keys/two rudiments. | Formative and Summative Performance Assessment of studied major scales and rudiments. | Secondary Wind Performance Assessment Rubric, page 69, using Denese Odegaard’s Music Curriculum Writing 101  Band Diagnostic Assessment/Review of scales (**Premier Performance 1** pgs. 41) and selected exercises suitable for warm-up. Pg. 2  Smart Music Interactive Software Solo/Ensemble Material  Music Technology via Pocket Tracks recording device.  Diagnostic Assessment  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Range / Tone Quality** | Produce a fundamental tone throughout range of the instrument. | Perform Chromatic scale in appropriate range for instrument.  Perform long tones as part of a comprehensive warm-up before performing.  Perform with proper embouchure, breath support, and posture through individual and ensemble performance.  Demonstrate on one’s own instrument in the range designated for their grade | **100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy**  **Premier Performance 2 Pg. 41**  [CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/) Assess how point of view or **purpose** shapes the content and style of a text. |
| **Time Signatures** | Apply basic elements associated with successful sight-reading using a variety of meters and tempi.  Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. | Formative assessment  Identify and count in 3/4 and 4/4 | Practice sight-reading band literature (Grade 2): Specific titles can be found from National Band Association’s Selective Music List for Bands in the members only section at:  [www.nationalbandassociation.org](http://www.nationalbandassociation.org/)  Also, utilize the WTSBOA select band list for titles:  [www.wtsboa.com](http://www.wtsboa.com/)  **Premier Performance 2 – Pg. 2-4**  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Rhythm** | Identify and perform basic rhythms and pitches through verbalization.  Identify, notate, and perform basic rhythms and pitches.  Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms. | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Demonstrate on one’s own instrument whole/half/quarter/dotted-half/dotted quarter.  Demonstrate on one’s own instrument even/single groupings of eighth notes. | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Mathematics: Note and rest values as fractions of a whole  **A Rhythm A Day – Igor Hudadoff**  **Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta**  **100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy**  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Articulation** | Identify and demonstrate an understanding of selected concepts of style.  Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression. | [Concert Band Music Evaluation Form](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Perform music at appropriate grade level with the correct articulations.  Demonstrate an understanding of the following articulations:   * Tonguing * Slurring * Legato * Accents * Staccato * Tenuto * Marcato | [Concert Band Music Evaluation Form](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Language Arts: Vocabulary  Compile an ever-growing ‘word bank’ of vocabulary terms; utilize flash cards to drill terms.  Practice sight-reading band literature (Grade 2): Specific titles can be found from National Band Association’s Selective Music List for Bands in the members only section at:  [www.nationalbandassociation.org](http://www.nationalbandassociation.org/)  Also, utilize the WTSBOA select band list for titles:  [www.wtsboa.com](http://www.wtsboa.com/)  **Premier Performance 2 – Pg. 45**  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Dynamics** | Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression. | Demonstrate an understanding of the following dynamic levels:   * Pianissimo * Piano * Mezzo-piano * Mezzo-forte * Forte * Fortissimo   Demonstrate an understanding of crescendo and decrescendo. | Language Arts: Vocabulary  Compile an ever-growing ‘word bank’ of vocabulary terms; utilize flash cards to drill terms.  Specific titles can be found from National Band Association’s Selective Music List for Bands in the members only section at:  [www.nationalbandassociation.org](http://www.nationalbandassociation.org/)  Also, utilize the WTSBOA select band list for titles:  [www.wtsboa.com](http://www.wtsboa.com/)  **Premier Performance 2 – Pg. 42-45**  [CCSS.ELA-Literacy.CCRA.L.4](http://www.corestandards.org/ELA-Literacy/CCRA/L/4/) Determine or **clarify** the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **Ensemble Skills** | Identify and demonstrate an understanding of selected dynamic and tempo markings.  Identify and demonstrate an understanding of selected concepts of style.  Demonstrate an understanding of the concept of phrase shaping. | Perform, correctly, musical examples, which contain markings related to musicality.  Demonstrate the ability to follow the conductor’s gestures to include patterns, cues, dynamics, and musical gestures. | **Premier Performance 2 – Pg. 42-45**  **Grade 2 festival music**  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **Vocalization** | Demonstrate the singing of selected intervals and melodies in unison.  Identify and perform basic rhythms and pitches through verbalization.  Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms. | Sing pitches and intervals of a unison pitch, P4, P5, and octave.  Sing a basic two-part harmonization with both parts using the same rhythm.  Sing a simple five-note scale using proper breathing and intonation. | **Premier Performance 2 – Pg. 2-6**  **A Rhythm A Day – Igor Hudadoff**  **Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta**  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Instrument Maintenance** | Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.  Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings). | Perform visual inspection of instrument (use an ongoing checklist with dates and document areas of concern; keep in students’ portfolios).  Explain, in a written essay, the importance of maintaining an instrument at all times. | Language Arts: Writing  Distribute checklist to students prior to their inspection so they know the expectations.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **RESPOND**  **Standard 6.0 Listening to, analyzing**  **and describing music:**  Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:**  Students will evaluate music and music performances. |  |  |  |
| **Listen/Analyzing** | Describe a simple musical example using basic music vocabulary/terminology.  Identify basic elements related to musical events (e.g., tempo, dynamics, orchestration, modulation). | Communicate through written and oral modes to identify, describe, analyze, and evaluate specific components of music.  Class discussion  Student –to-student feedback | **Premier Performance 2 – Pg. 48**  **Music dictionary**  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Evaluation** | Discuss criteria for evaluating performances and compositions.  Explain personal preferences for specific musical works and styles using appropriate musical vocabulary/terminology.  Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance. | Student Self-Evaluation (daily, weekly, monthly, quarterly): Denese Odegaard has a self-evaluation template form on page 74 of her book, Music Curriculum Writing 101 | Connexions Website for integration:  <http://cnx.org/>  Pre-distribute and discuss the self-evaluation form with the students to promote clarity of expectations.  [CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/)  **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Create**  **Standard 3.0 Improvise:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specified guidelines. |  |  |  |
| **Arrange/Compose** | Create a variation of a simple rhythmic pattern.  Create a variation of a simple melody of no more than three pitches. | Written assessment  Perform rhythm pattern by clapping and on instrument | **Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta**  Alfred’s Music Theory Book 1  [CCSS.ELA-Literacy.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  [CCSS.ELA-Literacy.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
| **Improvise** | Apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches.  Apply the fundamental concepts of improvisation using a simple melody. | Rubric based assessments  Teacher observation  [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf) | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  **Standard of Excellence – Jazz Ensemble Method by Dean Sorenson & Bruce Pearson**  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/) **Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| **Compose/Notate** | Create the final two measures for a four-measure melody within specified guidelines.  Create a four-measure melody within specified guidelines. | Complete a simple melody from known song. | Finale worksheets  Smart Music Interactive Software  [CCSS.ELA-Literacy.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  [CCSS.ELA-Literacy.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:**  Students will understand relationships between music, the other arts, and disciplines outside the arts.  **Standard 9.0 Historical and Cultural Relationships:**  Students will understand music in relation to history and culture. |  |  |  |
| **Interdisciplinary Connections** | Name and discuss the other art disciplines.  Compare and contrast common terms used in the arts disciplines.  Produce an oral analysis of how the elements of music are incorporated in an art discipline other than music. | Explain how artistic processes, and organizational principles are used in similar and distinctive ways in the diverse academic subjects.  Explain phrasing similarities in Drama and Music. Inflections in the dialogue and accents in the music should be compared. | <http://artsedge.kennedy-center.org/educators/lessons>  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/)  Read closely to determine what the text says explicitly and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **Historical and Cultural Relationships** | Listen to teacher-selected examples of music from a variety of historical periods.  List historical periods as related to selected music examples.  Discuss the basic musical characteristics of selected historical periods.  Listen to music representative of selected cultures. | Aural assessment  Class discussion  Vin Diagram  Thinking Map  Hispanic Music | Music Connection CD’s  **American Popular Music**  <http://www.carsondellosa.com/cd2/SearchCatalog.aspx?k=music>  [CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/) Assess how point of view or **purpose** shapes the content and style of a text. |
| **QUARTER 2 Knowledge and Skills** | **Activities/Outcomes** | **Assessments** | **Resources** |
| **PERFORM**  **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** Students will read and notate music. |  |  |  |
| **Scales/Rudiments** | Explain the concept of and perform a major scale in at least two keys/two rudiments.  Perform a major scale in at least four keys/four rudiments. | Demonstrate 4 major scales   * Bb, F, Eb, Ab * All-West pattern   Percussion - Percussive Arts Society (PAS) Standard Percussion Rudiments | <http://www.wtsboa.com>  Premier Performance 2 – Pg. 40-44  <http://www.pas.org/Learn/Rudiments.aspx>  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Rhythm** | Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches. | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Teacher Assessment  Aural Formative Assessment  Clapp, count and perform rhythms | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  **A Rhythm A Day – Igor Hudadoff**  **Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta**  [CCSS.ELA-Literacy.CCRA.L.4](http://www.corestandards.org/ELA-Literacy/CCRA/L/4/) Determine or **clarify** the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **Tone Quality** | Produce a fundamental tone throughout range of the instrument.  Produce a characteristic tone quality.  Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. | Demonstrate on one’s own instrument in the range designated for their grade level.  Students will continue to develop a proper embouchure, breath support, and posture through individual and ensemble performance.  Ask students to listen and determine if they are in tune with themselves and the ensemble. | Tuner  Smart Music  <http://www.get-tuned.com/online_tuners.php>  [CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/) Assess how point of view or **purpose** shapes the content and style of a text.  [CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or **themes** of a text and analyze their development; **summarize** the key supporting details and ideas. |
| **Ensemble Skills** | Apply basic elements associated with successful sight-reading.  Apply basic elements associated with successful sight-reading using a variety of meters and tempi.  Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression. | [Sight-Reading Assessment Form](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Teacher Assessment  Smart Music assessment | [Sight-Reading Assessment Form](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  <http://oneminutemusiclesson.com/2012/12/20/the-4-best-programs-for-interactive-sight-reading-practice-sheet-music/>  Smart Music  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **RESPOND**  **Standard 6.0 Listening to, analyzing**  **and describing music:**  Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:**  Students will evaluate music and music performances. |  |  |  |
| **Listen/Analyze** | Recognize the difference between vocal or instrumental examples.  Identify instruments within selected listening examples.  Identify basic elements related to musical events (e.g., tempo, dynamics, orchestration, modulation).  Describe, verbally or by writing/drawing/mapping, specific events in a musical example. | Communicate through written and oral modes to identify, describe, analyze, and evaluate specific components of music.  Demonstrate an awareness of various criteria that may be applied when evaluating music. | Music Connection CD’s  [CCSS.ELA-Literacy.CCRA.L.4](http://www.corestandards.org/ELA-Literacy/CCRA/L/4/) Determine or **clarify** the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Evaluate** | Discuss criteria for evaluating performances and compositions.  Present an oral or written evaluation of a performance of another person using appropriate vocabulary/terminology.  Construct a written evaluation of one’s own performance using appropriate vocabulary/terminology. | Student Self-Evaluation (daily, weekly, monthly, quarterly): Denese Odegaard has a self-evaluation template form on page 74 of her book, Music Curriculum Writing 101  Set Playing Goals for quarter  Monitor Progress  Student-to-student feedback | Director’s Guide by Amro Music, page 49, practice record for 9-week period  Nilo Hovey’s Manual, page 22,  “Hints on Systematic Practice”  <http://educators.conn-selmer.com/pdf/BandManual.pdf>  Pre-distribute and discuss the self-evaluation form with the students to promote clarity of expectations.  Present Leadership Success, video and activities/worksheets, by Dr. Tim Lautzenheiser, Gia Publications, Inc.  [CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or **themes** of a text and analyze their development; **summarize** the key supporting details and ideas.  [CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/) **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| **CREATE**  **Standard 3.0 Improvise:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specified guidelines. |  |  |  |
| **Compose** | Create a melody using a variety of pitches and rhythms.  Understand individual instrument transposition (concert pitch versus actual pitch). | Compose a 30 second piece using loops in Garage Band.  Create a 16 bar composition with specific guidelines.  Transpose 8 bars from a piano score or conductor’s score. | Alfred’s Music Theory Book 1  Garage Band  **A Rhythm A Day – Igor Hudadoff**  **Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta**  [CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/ELA-Literacy/CCRA/R/5/) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) **relate** to each other and the whole. |
| **Improvise** | Create a variation of a simple melody of no more than three pitches.  Create a variation of a simple melody with a minimum of five pitches and varying rhythms. | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Teacher Assessment  Student demonistration | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  **Standard of Excellence – Jazz Ensemble Method by Dean Sorenson & Bruce Pearson**  [CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/)  Read closely to determine what the text says explicitly and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:**  Students will understand relationships between music, the other arts, and disciplines outside the arts.  **Standard 9.0 Historical and Cultural Relationships:**  Students will understand music in relation to history and culture. |  |  |  |
| **Interdisciplinary Connections** | 8.2.1 Understand basic relationships between music and other academic disciplines.  8.2.2 Identify examples of how music is used by other academic disciplines.  8.2.3 Analyze the effects of the interaction between music and other academic disciplines. | Explain relationships between music and science.  Thinking Maps for music and other academic disciplines.  Examine music in the media.  Examine Music and seasonal holidays. | <http://artsedge.kennedy-center.org/educators/lessons>  <http://musiced.nafme.org/resources/nafme-online-publications/>  [CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/)  Read closely to determine what the text says explicitly and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  [CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/) Assess how point of view or **purpose** shapes the content and style of a text. |
| **Historical and Cultural Relationships** | Listen to music representative of selected cultures.  Discuss distinguishing characteristics of music of selected cultures.  Discuss the distinguishing characteristics of and the instruments used in music of selected cultures. | Aural assessment  Class discussion  Vin Diagram  Thinking Map  Discuss Christmas, Hanukah, and other winter celebration music | Music Connection CD’s  **Garage Band loops**  <http://www.carsondellosa.com/cd2/SearchCatalog.aspx?k=music>  [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.  [CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) **Integrate** and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1 |
| **QUARTER 3 Knowledge and Skills** | **Activities/Outcomes** | **Assessments** | **Resources** |
| **PERFORM**  **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** Students will read and notate music. |  |  |  |
| **Scales/Rudiments** | Perform a major scale in at least four keys/four rudiments. | Demonstrate 6 major scales   * Bb, F, Eb, Ab, C, Db * All-West pattern   Percussion - Percussive Arts Society (PAS) Standard Percussion Rudiments | <http://www.wtsboa.com>  Premier Performance 2 – Pg. 40-44  <http://www.pas.org/Learn/Rudiments.aspx>  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Range** | Produce a fundamental tone throughout range of the instrument.  Produce a characteristic tone quality.  Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. | Demonstrate instrument range appropriate to level of experience.  Students will be able to play the following ranges of notes within the keys of B-flat and E-flat major  •Flute: first line E-flat to F above the staff  •Oboe: first line E to G above the staff •Bassoon: First line G to B-flat above the staff  •Clarinet/bass clarinet: E below the staff to G above the staff  •Saxophone: C below the staff to C above the staff  •Trumpet: G-flat below the staff to top line F  •Horn: F below the staff to top line F  •Baritone/Trombone: F below the staff to D above the staff  •Tuba: F below the staff to D above the staff (an octave lower than Baritone) | **100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy**  **Premier Performance 2 Pg. 41-45.**  Tuner  Smart Music  <http://www.get-tuned.com/online_tuners.php>  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Time Signatures** | Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. | Demonstrate proficiency counting and performing in time signatures appropriate for grade level.  Perform music at an appropriate grade level (2) in 2/4, 3/4, 4/4, or 6/8 time. | **Alfred’s Music Theory Book 1**  **Premier Performance 2**  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Rhythm** | Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches. | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Teacher Assessment  Formative assessment:   * Demonstrate on one’s own instrument whole/half/quarter/dotted-half/dotted quarter, triplets in both quarter/eighth notes. * Demonstrate on one’s own instrument even/single groupings of eighth notes. * Demonstrate on one’s own instrument dotted 8th-16th note patterns. * Demonstrate an understanding of rhythmic concepts appropriate to grade level. | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Mathematics: Note and rest values as fractions of a whole  **A Rhythm A Day – Igor Hudadoff**  **Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta**  [CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/)  Read closely to determine what the text says explicitly and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| **Ensemble Skills** | Identify and demonstrate an understanding of selected dynamic and tempo markings.  Identify and demonstrate an understanding of selected concepts of style.  Demonstrate an understanding of the concept of phrase shaping. from many compositional periods with characteristic interpretive elements.  Apply basic elements associated with successful sight-reading using a variety of meters and tempi. | [Sight-Reading Assessment Form](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Teacher Assessment  Perform grade level appropriate music Grade 2  Sight-read Grade 1 music | [Sight-Reading Assessment Form](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  <http://www.wtsboa.com>  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **RESPOND**  **Standard 6.0 Listening to, analyzing**  **and describing music:**  Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:**  Students will evaluate music and music performances. |  |  |  |
| **Listen/Analyze** | Identify basic elements related to musical events (e.g., tempo, dynamics, orchestration, modulation).  Describe, verbally or by writing/drawing/mapping, specific events in a musical example. | Develop and apply criteria for analyzing musical performances, compositions, arrangements, and improvisations (individual and ensemble).  Create form maps. | Music Connections  <http://musiced.nafme.org/my-music-class/>  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Evaluating** | Compare and contrast two different performances of the same excerpt using appropriate vocabulary/terminology. | Develop and apply criteria for evaluating the quality and effectiveness of musical performances, compositions, arrangements, and improvisations (individual and ensemble).  Create a rubric to compare grade level performances.  Apply WTSBOA rubric to student performances of All-West music. | <http://www.wtsboa.com>  [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take. |
| **CREATE**  **Standard 3.0 Improvise:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specified guidelines. |  |  |  |
| **Improvise** | 3.3.1 Improvise a solo over a given chord (using one or more pitches).  3.3.2 Improvise a solo over a given chord (using three pitches). | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Teacher Assessment  Student demonstration | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  **Standard of Excellence – Jazz Ensemble Method by Dean Sorenson & Bruce Pearson**  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **Compose** | Produce a written transcription for a specified instrument using an example in concert pitch. | Transcribe a melody from a piano score or conductor’s score for your individual instrument. | Alfred’s Music Theory Book 1  Garage Band  Finale  **A Rhythm A Day – Igor Hudadoff**  **Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta**  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:**  Students will understand relationships between music, the other arts, and disciplines outside the arts.  **Standard 9.0 Historical and Cultural Relationships:**  Students will understand music in relation to history and culture. |  |  |  |
| **Interdisciplinary Connections** | Identify different forms of technology used in creating, producing, and listening to music.  Discuss the progress of technology throughout the history of music. | Create a timeline for music technology. | <http://artsedge.kennedy-center.org/educators/lessons>  [CCSS.ELA-Literacy.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations. |
| **Historical and Cultural Relationships** | 9.3.1 Discuss the role of music in daily life throughout history.  9.3.2 Compare the accessibility of music throughout history between the poor (common man) and the rich (nobility/educated). | Aural assessment  Class discussion  Vin Diagram  Thinking Map | Music Connection CD’s  **American Popular Music**  <http://www.carsondellosa.com/cd2/SearchCatalog.aspx?k=music>  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |
| **QUARTER 4 Knowledge and Skills** | **Activities/Outcomes** | **Assessments** | **Resources** |
| **PERFORM**  **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** |  |  |  |
| **Scales/Rudiments** | Perform a major scale in at least four keys/four rudiments. | Continue to demonstrate major scales learned throughout the year.   * Bb, F, Eb, Ab, C, Db * All-West pattern   2. Percussion - Percussive Arts Society | <http://www.wtsboa.com>  Premier Performance 2 – Pg. 40-44  <http://www.pas.org/Learn/Rudiments.aspx>  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Time Signatures** | Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. | [Concert Band Music Evaluation Form](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Perform in 3/4,4/4, 2/4, and 6/8  Transcribe short melody by ear. | [Concert Band Music Evaluation Form](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  **100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy**  **Premier Performance 2 Pg. 41-45**  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Rhythm** | Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches. dotted 8th-16th note patterns. | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Formative assessment on selected sections.  Perform Grade 2 music | [Individual Performance Assessment](http://www.scsk12.org/SCS/subject-areas/SCS_Fine_Arts/Instrumental_Music_files/FINAL%202011%206-8%20Curr.pdf)  Mathematics: Note and rest values as fractions of a whole  **A Rhythm A Day – Igor Hudadoff**  **Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta**  **Premier Performance 2 - Pg. 32-40.**  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Ensemble Skills** | Apply basic elements associated with successful sight-reading using a variety of meters and tempi. | Formative and summative performance self and peer assessments of studied music selections utilizing the Secondary Wind Performance Assessment Rubric, Page 69, from Denese Odegaard’s Music Curriculum Writing 101 | **Band Expressions 2** Unit 13, 14, 15, 27, 30, 32, & 33  Nilo Hovey’s Manual, pages 9-10, “Balance”’  **Premier Performance 2 – Pg. 33-35**  <http://educators.conn-selmer.com/pdf/BandManual.pdf>  Distribute the “Secondary Wind Performance Assessment” rubric to students prior to assessment; discuss and clarify rubric expectations for best preparation and performance from the students.  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **Balance and Blend** | Identify and demonstrate an understanding of selected dynamic and tempo markings.  Identify and demonstrate an understanding of selected concepts of style.  Demonstrate an understanding of the concept of phrase shaping. | Embedded Assessment  Demonstration  Formative and summative performance self and peer assessments of studied music selections utilizing the Secondary Wind Performance Assessment Rubric, Page 69, from Denese Odegaard’s Music Curriculum Writing 101 | **Band Expressions 2** Unit 13, 14, 15, 27, 30, 32, & 33  Nilo Hovey’s Manual, pages 9-10, “Balance”’  <http://educators.conn-selmer.com/pdf/BandManual.pdf>  Distribute the “Secondary Wind Performance Assessment” rubric to students prior to assessment; discuss and clarify rubric expectations for best preparation and performance from the students.  [CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/)  Read closely to determine what the text says explicitly and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| **CREATE**  **Standard 3.0 Improvise:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specified guidelines. |  |  |  |
| **Improvise** | Improvise a solo over a given blues progression. | Formative Assessment  Aural assessment | Standard of Excellence – Jazz Ensemble Method by Dean Sorenson & Bruce Pearson  <http://www.kjos.com/sub_section.php?division=6&series=80>  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **Compose** | Create a simple harmonization under a given melody. | Compose a harmonization within specific guidelines under a given melody. | Standard of Excellence – Jazz Ensemble Method by Dean Sorenson & Bruce Pearson  Premier Performance 2  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **RESPOND**  **Standard 6.0 Listening to, analyzing**  **and describing music:**  Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:**  Students will evaluate music and music performances. |  |  |  |
| **Listen/Analyze** | Compare and contrast specific musical events in a given example. | Listening Maps  Vin Diagram | Music Connections CD’s  <http://musiced.nafme.org/my-music-class/>  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **Evaluating** | Compare and contrast two different performances of the same excerpt using appropriate vocabulary/terminology. | Create a rubric to compare grade level performances.  Apply WTSBOA rubric to student performances of All-West music.  Compare festival performance with spring concert | <http://www.wtsboa.com>  [CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/) **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:**  Students will understand relationships between music, the other arts, and disciplines outside the arts.  **Standard 9.0 Historical and Cultural Relationships:**  Students will understand music in relation to history and culture. |  |  |  |
| **Interdisciplinary Connections** | Listen to and discuss music played on at least three different forms of technology (e.g., iPod, mp3 player, computer, cassette player, radio, CD player, LP/album). | Class discussion  Group project. | <http://artsedge.kennedy-center.org/educators/lessons>  [CCSS.ELA-Literacy.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations. |
| **Historical and Cultural Relationships** | Examine and discuss the role of music and its influence in present-day society. | Class discussion  Thinking Map  Group Project | Music Connection CD’s  **American Popular Music**  <http://www.carsondellosa.com/cd2/SearchCatalog.aspx?k=music>  [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. |