**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.

| **Knowledge and Skills** | **Activities/Outcomes** | **Assessments** | **Resources** |
| --- | --- | --- | --- |
| ***QUARTER 1*** |  |  |  |
| **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. |  |  |  |
| Parts of the instrument and bowPack and unpackCare of Instrument and bowRest positionPlaying positionPizzicatoRead/perform on open D and A stringsSteady beatQuarter notes/rests, Music staff/Bar lines/MeasuresClef signsTime signature (4/4)Double bar/Repeat signCounting (1&2&3&4&)Left hand shape and positionLeft hand on D string, notes: G, F# and EAccidentals: sharp and naturalBeginning bow hold techniqueLeft hand on A string, notes: D, C# and BLedger lines (viola, cello, bass)Bass shifting-III position on A string (c#, d)One octave D major scaleShadow bowingRosin rapsDown-bow/ Up-bow symbols | * Demonstrate proper instrument care and maintenance.
* Demonstrate continuing tonal development and an understanding of a characteristic tone quality.
* Demonstrate fundamental technique on one’s instrument.
* Differentiate between correct and incorrect pitch and rhythm.
* Identify and interpret standard musical notation.
* Perform scales on one’s instrument.
 | Visual observation:  Student care of instrument during classOral quizzes on EE “gold box” itemsPosition Evaluation Rubric (EE Teacher’s Manual, p.27)Orchestra Class Progress Report (EE Teacher’s Manual, p.28)Orchestra Class Interim Report (EE Teacher’s Manual, p.29)Written assessment:  Labeling blank diagrams of the instrument and bow Unit 1 Quiz – EE Teacher’s Resource Kit, p. 103Performance assessment:  EE p. 5, #9 (Rubric in Resource Kit, p.121) EE p. 7, #16 (Rubric in Resource Kit, p. 122) EE p. 9, #22 (Rubric in Resource Kit, p. 123) EE p. 11, #32 (Rubric in Resource Kit, p. 124)  | EE Student Book 1, pp. 1-13EE Book 1 Teacher Manual, pp. 28-29 and 34-82EE Book 1 Teacher Resource Kit: Unit 1, Lessons 1-4 Unit 2, Lessons 1-7and pp. 103, 121, 122, 123, 124 Word Wall – Use EE “gold box” itemsCD/DVD in EE Book 1 student bookDVD in EE Book 1Teacher Resource KitPocketrak or Bloggie audio recorderSmart Music |
|  |  |  |  |
| **CREATE****Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.**Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines |  |  |  |
| Call/response on D and A strings-  student ledMusic notation | * Experiment with variations on a given melody or rhythm.
* Compose music that demonstrates creativity.
* Students will work towards being able to compose or improvise with accuracy incorporating rhythm, melody, and expressive qualities.
 | Aural assessment: (individual and group listening skills \*\*Change from Call/Echo to Call/Response)  EE pp. 6, 10 Written assessment:  EE p. 7, #16 EE p. 12, #35Video students as they are first beginning to learn how to compose/improvise, to compare with improvisation skills at the end of the year. Place in portfolio. | EE Book 1 Teacher’s Manual pp. 48 & 65Finale |
|  |  |  |  |
| **RESPOND** **Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.**Standard 7.0 Evaluating:** Students will evaluate music and music performances |  |  |  |
| Music terminology (see above)Call/echo response on D and A strings-teacher ledIntonationPerformance with CD or keyboardaccompanimentPerformance accuracy and quality | * Describe musical examples using appropriate vocabulary/terminology.
* Differentiate between correct and incorrect pitch and rhythm.
* Evaluate the quality and effectiveness of one’s own and another’s performance using selected criteria.
* Discuss the role of technology in creating, producing, and listening to music.
 | Word wall activities with current vocabularyAural assessment: (individual and group listening skills)  EE pp. 6, 10  Smart Music and PocketrakRecord students as they progress in their ability to verbally describe a listening example using age-appropriate musical vocabulary to label tempo, dynamics and other expressive qualities. Place in portfolio.  | EE Teacher’s Manual pp. 48, 65Smart MusicPocketrak or Bloggie recorder |
|  |  |  |  |
| **CONNECT****Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.**Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres |  |  |  |
| Instrument care and maintenanceInternational folk songs: *Morning Dance* – Slavic *Good King Wenceslas* *Dreidel* - Israeli | * Demonstrate proper instrument care and maintenance.
* Demonstrate an understanding of pitch and rhythm through singing musical examples.
* Describe music from various cultures.
 | Visual observation: student care of instrument during classWritten quiz on instrument maintenanceAural assessment:  Sing selected exercises with note names and/or solfege syllables. Sing *Good King* *Wenceslas* and  *Dreidel*. (Lyrics in EE Teacher’s  Manual, p. 262)Connection:  Play the Dreidel game in class. | EE Book 1 Teacher’s Manual p. 262Gaggletube recordings of Morning Dance, Good King Wenceslas, and Dreidel  |
|  |  |  |  |
| ***QUARTER 2*** |  |  |  |
| **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. |  |  |  |
| Shadow bowingRosin rapsDown-bow/ Up-bow symbolsBow on open strings (D and A)Bow arm levelsBow lift symbolArco vs. pizzicatoKey signature – D MajorNaming notesABA form: *A Mozart Melody* Bowed melodies on D and A stringsBowed D Major scale | * Demonstrate proper instrument care and maintenance.
* Demonstrate continuing tonal development and an understanding of a characteristic tone quality.
* Demonstrate fundamental technique on one’s instrument.
* Differentiate between correct and incorrect pitch and rhythm.
* Identify and interpret standard musical notation.
* Perform scales on one’s instrument.
* Video the class playing their instruments with correct technique producing a good tone. Place in portfolio.
* Video students reading and performing traditional notation for melody and rhythm using appropriate expressive qualities. Place in portfolio.
 | Visual observation:  Student care of instrument during classOral quizzes on EE “gold box” itemsPosition Evaluation Rubric (EE Teacher’s Manual, p.27)Orchestra Class Progress Report (EE Teacher’s Manual, p.28)Orchestra Class Interim Report (EE Teacher’s Guide, p.29)Written assessment:  Labeling blank diagrams of the instrument and bow Unit 2 Quiz, p. 104 - EE  Teacher’s Resource Kit Unit 3 Quizz, p. 105 – EE Teacher’s Resource KitPerformance assessment:  EE p. 17, # 53 (Rubric in Resource Kit, p.125) EE p. 19, #64 (Rubric in  Resource Kit, p.126)Visual observation:  EE p. 13, Shadow Bowing Demonstration of 2/4 conducting  pattern, EE p. 21Visual/Aural observation:  EE p. 15, #43 (recognition of ABA  form)Large group assessment: Winter/Holiday Concert | EE Student Book 1, pp. 14-19EE Teacher Manual, pp. 83-112EE Book 1 Teacher Resource Kit: Unit 2, Lessons 8-9 Unit 3, Lessons 1-4Word Wall – Add additional EE “gold box” itemsCD/DVD in EE Book 1student bookDVD in EE Book 1 Teacher Resource KitSmart MusicPocketrak audio recorderBloggie video recorderEE Book 1 Teachers Resource Kit pp. 104, 105, 125, 126EE Book 1 Teacher’s Manual pp. 27, 28, 29 |
|  |  |  |  |
| **CREATE****Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.**Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines |  |  |  |
| Call/response on D and A strings-  student ledPitch notation with notes in the D Major  ScaleMelody completion in D Major | * Experiment with variations on a given melody or rhythm.
* Compose music that reflects 1 – 3 applications of rhythm, melody, timbre, form, and expressive qualities.
 | Aural assessment: ( individual and group listening skills \*\*Change from Call/Echo to Call/Response) EE pp. 16, 17 Written assessment:  EE p. 14, note names in “gold  box” EE p. 15, #46Special written exercise:  EE p. 19 (violin, viola, cello only) | EE Book 1 Teacher’s Manual pp. 95, 102 |
|  |  |  |  |
| **RESPOND****Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.**Standard 7.0 Evaluating:** Students will evaluate music and music performances |  |  |  |
| Music terminology (see above)Call/echo response on D and A strings – teacher ledIntonationPerformance with CD or keyboard accompanimentPerformance accuracy and quality | * Describe musical examples using appropriate vocabulary/terminology.
* Differentiate between correct and incorrect pitch and rhythm.
* Evaluate the quality and effectiveness of one’s own and another’s performance using selected criteria.
* Discuss the role of technology in creating, producing, and listening to music.
 | Word wall activities with current vocabularyAural assessment: ( individual and group listening skills)  EE pp. 16, 17 Smart Music and Pocketrak recordings | EE Book 1 Teacher’s Manual pp. 95, 102Smart MusicPocktrakBloggie |
| **CONNECT****Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.**Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres |  |  |  |
| International folk song: *Old MacDonald –* AmericanComposer: W.A. MozartConcert etiquette | * Demonstrate an understanding of pitch and rhythm through singing musical examples.
* Describe music from various cultures.
* Discuss the role of music in society throughout history.
* Compare and contrast music from various cultures and historical periods and place in portfolio.
 | Aural assessment:  Sing selected exercises with  note names and/or solfege  syllables. Sing *Old MacDonald* and *Jingle*  *Bells* (Lyrics in EE Teacher’s Manual, p. 262)Connection:  Play *A Mozart Melody* with  traditional Suzuki rhythms.Connection:  Concert Etiquette Worksheets in EE Teacher Resource Kit,  pp.133 and 134. | EE Book 1 Teacher Resource KitConcert Etiquette Worksheets – pp. 133 and 134The Classical Era timeline and History Worksheet – pp. 141 and 147EE Book 1 Teacher’s Manual p. 262  |
| ***QUARTER 3*** |  |  |  |
| **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. |  |  |  |
| Eighth notesQuarter/eighth rhythm patternsCounting systemTempo markings: Allegro, Moderato, AndanteTime signature (2/4) and conducting pattern1st and 2nd EndingsHalf notes/restsRepeat signsLeft Hand pizzicato (4+)4th finger on D string (violin and viola) | * Demonstrate proper instrument care and maintenance.
* Demonstrate continuing tonal development and an understanding of a characteristic tone quality.
* Demonstrate fundamental technique on one’s instrument.
* Differentiate between correct and incorrect pitch and rhythm.
* Demonstrate and understand musicality through tempo variation.
* Identify and interpret standard musical notation.
* Compare ways in which the subject matter of other disciplines is interrelated with those of music.
* Video or make an audio recording of your students performing using correct dynamics, tempo, and articulation. Place in portfolio.
 | Visual observation:  Student care of instrument during classOral quizzes on EE “gold box” itemsVisual observation:  Demonstration of 2/4 conducting  pattern, EE p. 21Aural observation:  Recognizing tempo indications of  allegro, moderato and andante,  EE p. 20 | EE Student Book 1, pp. 20-23EE Teacher Manual, pp. 113-129EE Book 1 Teacher Resource Kit: Unit 3, Lessons 5-8Pocketrak audio recordingBloggie video recording SmartMusicPosition Evaluation Rubric (EE Teacher’s Manual, p.27)Orchestra Class Progress Report (EE Teacher’s Manual, p.28)Orchestra Class Interim Report (EE Teacher’s Guide, p.29)Written assessment:  Labeling blank diagrams of the instrument and bow Unit 3 Quizzes, p. 106 -107 – EE Teacher’s Resource KitPerformance assessment:  EE p. 21, #76 (Rubric in  Resource Kit, p.127) EE p. 23, #86 (Rubric in  Resource Kit, p.128) |
|  |  |  |  |
| **CREATE****Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.**Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines |  |  |  |
| Improvisation of original rhythm rapNotation of simple melodic patternsNotation of simple rhythm patterns | * Improvise a simple rhythmic solo, through the medium of a traditional ensemble. Place video samples in your portfolio.
* Compose music that demonstrates creativity. Scan student compositions into your computer and place in portfolio.
 | Written assessment:  Notate variations on *Hot Cross Buns*, EE p. 20, #70Aural observation:  Original rhythm raps modeled after EE pp. 20, 21  | Staff paperFinale or SibeliusTeacher’s Manual pp. 113-119 |
|  |  |  |  |
| **RESPOND****Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.**Standard 7.0 Evaluating:** Students will evaluate music and music performances |  |  |  |
| Music terminology (see above)IntonationDifferentiation between contrasting tempiPerformance with student conductorPerformance with CD or keyboardaccompanimentPerformance accuracy and quality | * Differentiate between correct and incorrect pitch and rhythm.
* Evaluate the quality and effectiveness of one’s own and another’s performance using selected criteria.
* Discuss the role of technology in creating, producing, and listening to music.
* Describe a listening example using age-appropriate musical vocabulary to label tempo, dynamics, and other expressive qualities.
 | Word wall activities with current vocabularyAural assessment: (individual and group listening skills)  Play exercises at varying tempiAural/Visual Observation:  Perform at varying tempi led by student conductors | Smart Music and Pocket Trak Gaggle Tube |
|  |  |  |  |
|  |  |  |  |
| **CONNECT****Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.**Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres |  |  |  |
| International folk songs: *Hot Cross Buns* *Au Claire de la Lune* - French *At Pierrot’s Door*  - French *Grandparent’s Day* - American *Michael Row the Boat Ashore* – AmericanComposer:  Ludwig van Beethoven Role of the conductor | * Demonstrate an understanding of pitch and rhythm through singing musical examples.
* Describe music from various cultures.
* Discuss the role of music in society throughout history.
* Analyze and evaluate how music is combined with one or more other art forms (e.g., ballet)
 | Aural assessment:  Sing selected exercises with note  names and/or solfege syllables. Sing *Hot Cross Buns* and *Michael Row the Boat Ashore*  (Lyrics in EE Teacher’s Manual,  p. 262)Connection:  Write and sing new lyrics to the variations on *Hot Cross Buns*.  (What is in the new product in  the vendor cart? What is the  selling feature of this product?) | The Classical Era timeline and History Worksheet – EE Teacher Resource Kit, pp. 141 and 147 |
|  |  |  |  |
| ***QUARTER 4*** |  |  |  |
| **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. |  |  |  |
| Warm-upRound/CanonChordHarmonyOrchestra arrangement – 2 & 3 parts | * Demonstrate an understanding of harmony through singing musical examples of at least two parts in complexity.
* Demonstrate proper instrument care and maintenance.
* Demonstrate continuing tonal development and an understanding of a characteristic tone quality.
* Demonstrate fundamental technique on one’s instrument.
* Differentiate between correct and incorrect pitch and rhythm.
* Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.
* Identify and interpret standard musical notation.
* Identify and perform at least three of the following markings: dynamics, tempo, direction and articulation. Place evidence in portfolio.
 | Visual observation:  Student care of instrument during classOral quizzes on EE “gold box” itemsPerformance assessment:  Select from: EE p. 24, #88, #89  EE p. 25, #90, #91, #92 (Rubrics in EE Teacher’s  Manual, p. 31)Large group assessment: Spring ConcertSmall group assessment: chamber groupsIndividual assessment: solos(Student Self-Assessment Rubric in Resource Kit, p. 135) | EE Student Book 1, pp. 24-25EE Teacher Manual, pp. 130-137EE Book 1 Teacher Resource Kit: Unit 4, Lessons 1-2Word Wall – Review all EE “gold box” itemsPocketrak audio recordingBloggie video recordingSmartMusicPosition Evaluation Rubric (EE Teacher’s Manual, p.27)Orchestra Class Progress Report (EE Teacher’s Manual, p.28)Orchestra Class Interim Report (EE Teacher’s Guide, p.29)Written assessment:  Labeling blank diagrams of the instrument and bow Unit 1 Quiz, p. 103 – EE  Teacher’s Resource Kit Unit 2 Quiz, p. 104 - EE  Teacher’s Resource Kit Unit 3 Quizzes, p. 105 -107 – EE Teacher’s Resource Kit |
|  |  |  |  |
| **CREATE****Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.**Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines |  |  |  |
| Composition and notation of original harmony part to a given melody Improvisation of original solo | * Improvise a solo over a given chord progression, through the medium of a traditional ensemble. Video a performance and place in portfolio.
* Create an original harmony part to a piece that the class is learning. Place in portfolio
 | Written assessment:  Notate original B part to one of  the performance pieces. Aural observation:  Original solo over chord  progression in *Bile ‘em Cabbage*  *Down*, EE pp. 24, #89 (Teacher  Manual pp. 132)  | Finale or Sibelius Garage Band |
|  |  |  |  |
| **RESPOND****Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.**Standard 7.0 Evaluating:** Students will evaluate music and music performances |  |  |  |
| Music terminology (see above)Intonation – unison and harmonyPhrase structure and formPerformance with conductor directionPerformance with CD or keyboard accompanimentPerformance accuracy and quality | * Differentiate between correct and incorrect pitch and rhythm.
* Describe the quality of a musical performance using selected criteria.
* Identify and explain how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.
* Discuss the role of technology in creating, producing, and listening to music.
* Identify selected orchestra instruments visually and aurally.
 | Word wall activities with current vocabularyAural assessment:  Smart Music and Pocketrak  recordings Check intonation with electronic  tuner.Aural/Visual Observation:  Perform ensemble pieces at  varying tempi led by a conductor. Identify individual phrases in  performance music. | Smart MusicPocketrackBloggieInstrument recordings and photos found on [www.sfskids.org/classic](http://www.sfskids.org/classic) and [www.nyphilkids.org](http://www.nyphilkids.org)  |
|  |  |  |  |
| **CONNECT****Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.**Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres |  |  |  |
| International folk songs: *Frere Jacques* - French *Bile ‘em Cabbage Down* – American *English Round*  - English *Lightly Row* *Can-Can* – from an operettaComposer: Jacques OffenbachConcert etiquette | * Demonstrate an understanding of harmony through singing musical examples of at least two parts in complexity.
* Recognize and describe distinguishing characteristics of music from various historical periods.
* Describe music from various cultures.
* Discuss the role of music in society throughout history.
 | Aural assessment:  Sing selected exercises with note names and/or solfege syllables. Sing *Frere Jacques* in unison  and as a round.Connection:  European operettas and  American Broadway musicals are similar in that they combine the arts forms of vocal music,  instrumental music, drama,  dance, creative writing, and  visual art into one complete  production. | The Romantic Era timeline and History Worksheet – EE Teacher Resource Kit, pp. 142 and 148Concert Etiquette Worksheets inEE Teacher Resource Kit, pp.133 and 134. |