**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.

| **QUARTER 1** |
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| **KNOWLEDGE & 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. |
| Singing | Sing a melody in unison with pitch and rhythmic accuracy. | Vocal demonstration of major scale(s), arpeggio(s), and broken thirds in one or more keys.Vocal demonstration of short, simple melodies in major keys. | EE2000 Book 2, pp-44-45Allow students to write in Solfege under the pitches.Modify the scale test in EE2000 Book 2, p. 28 (teacher book) to include a vocal component.<http://neilhawes.com/sstheory/sitesing.htm>[www.musictheory.net](http://www.musictheory.net) (interval trainer) |
| Playing Instruments | Demonstrate a fundamental knowledge of bowing, fingering, articulation, and posture. | Bowing Skills Quiz-EE Book 2, Teacher’s edition, p. 26 Peer Instrument Position and Left Hand Playing Skills Quiz, EE book 2, teacher’s edition p. 27 | EE 2000, Book 2, Teacher Edition p. 26EE2000, Book 1, DVD –Startup video to learn the basics. |
| Rhythm: | Recognize and apply standard notation symbols for meter, rhythm, and tempo. Apply basic elements associated with successful sight-reading. | Selected Response: Rhythm games (teacher choice) Musictechteacher.comPerformance of Dotted Rhythms: ET page 38, Student ChoiceDaily Class Discussion | Essential Techniques pp.38-41MetronomeAll for Strings Flashcards[www.musictechteacher.com](http://www.musictechteacher.com)Student quiz results are printable and may be completed at home, in classroom, or computer lab. |
| Terms of Expression  | Recognize and apply standard notation symbols for dynamics, expression, style, and phrase shaping. | Selected Response: Music Terms quiz(es).Assessment of Individual Practice | Workbook for Strings, Book 2Solo Time for Strings, Book 2Duets for Strings, Book 2Repertoire Ex: Russian Sailor’s Dance, arr. E. Del Borgo  |
| Note Reading and Writing | Identify and interpret standard musical notation. | Selected Response: Music Terms quiz(es). Recognition and Application of term as it applies to teacher selected sheet music.Recognition and Application of term as it applies to teacher selected sheet music. | [www.musictechteacher.com](http://www.musictechteacher.com)Several term quizzes to choose from along with a downloadable “Musical Terms and Expressions Definitions/Help” study guide.Finale or Sibelius |
| Time Signatures | Differentiate between correct and incorrect rhythm. | On Demand Performance: Students will count, clap, and perform (individually or as a group) musical samples provided by the teacher.Selected Response: Students will complete a given measure with the correct note value based on the time signature. | Solos & Etudes, Book 2Repertoire Ex’s: Red Pepper, by J. Bishop; Star-Spangled Banner, Arr. by C. Caputo [www.musictechteacher.com](http://www.musictechteacher.com) |
| Intonation  | Perform a major scale in at least two keys with correct intonation. | Each student will perform a selected scale(s) and will be evaluated on right hand position, left hand position, intonation/correct notes. | ET. Teacher Ed., pp. 19-20Repertoire Ex’s: The Gypsy Rover, Arr. by E. DelBorgo |
| Tone Production | Produce a fundamental tone throughout the range of the instrument.  | Demonstration of quality tone to be assessed during scale test. | TunerPocket Trak, video cameraComputer |
| **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. |
| Notation | Students will compose or arrange a given song using a variety of rhythms. | Students will use technology in order to notate correct rhythmic values. | Essential Technique 2000 for strings (ET) beginning on page 18 (student book). Finale<http://www.musictechteacher.com> |
| Improvise | Improvise a simple rhythmic or melodic solo, through the medium of a traditional and/or jazz ensemble. | Students will improvise with an accompaniment (live/or recorded), using supplied note choices. | Essential Elements 2000, book 2Page 46. |
| **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. |
| Vocabulary | Describe musical examples using appropriate vocabulary/terminology.Describe the quality of a musical performance using selected criteria. | Peer Response: Group discussion of musical selections to be performed in the All-City Orchestra Concert | All-City Orchestra repertoire TBD at the beginning of each school year. |
| Performance | Evaluate the quality and effectiveness of one’s own and another’s performance using selected criteria. | Peer Assessment: Scale Test, ET pp. 18, 20, 22 (student or teacher choice) | EE book 2 Teachers Manual p. 28 Scale TestPocket Trak, Metronome |
| **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 |
| Interdisciplinary Relationships | Recognize and describe distinguishing characteristics of music from various historical periods of selected instrumental music literature.Describe music from various cultures | Class discussion: Discuss the qualities of each All City Selection and discuss the similarities and/or differences | All City MusicFind bios on the composers of the All City Music on the web. |

| **QUARTER 2** |
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| **KNOWLEDGE & 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. |
| Singing | Demonstrate an understanding of pitch and rhythm through singing musical examples. | Vocal demonstration of short, simple melodies in major keys. | <http://neilhawes.com/sstheory/sitesing.htm> |
| Rhythm | Differentiate between correct and incorrect rhythm.Apply basic elements associated with successful sight-reading.Identify and interpret standard musical notation. | Selected Response: Rhythm games (teacher choice)Performance of Sixteenth Note Rhythm: ET p.39, | ET pp.38-41metronome<http://neilhawes.com/sstheory/sitesing.htm>[www.musictechteacher.com](http://www.musictechteacher.com)Student quiz results are printable and may be completed at home, in classroom, or computer lab. |
| Terms of Expression | Recognize and apply standard notation symbols for dynamics, tempo, articulation, expression, style and phrase shaping. | Music Terms oral/written quiz(es).Recognition and Application of term as it applies to teacher selected sheet music. | Repertoire Ex’s: From Time to Time, by L. Niehaus and Themes from The Planets, arr. by D. Wagner<http://www.musictechteacher.com> |
| Note Reading and Writing | Recognize and apply standard notation symbols for meter, rhythm and pitch.  | Notation of fingerings for 3rd and 4th position.Students will identify and notate appropriate accidental signs to enharmonic spellings of notes. | ET Teacher’s Edition pages 24-26ET Teacher’s Edition pages 36-38:Repertoire Ex: Danny Boy, arr. by H. Alshin, Cellos Ole by R. Meyer, April by J. WoolstenhulmeFinale or Sibelius |
| Intonation | Demonstrate fundamental technique on one’s instrument.Perform scales, arpeggios and etudes on one’s instrument.Evaluate the quality and effectiveness of one’s own and another’s performance using selected criteria. | Each student will perform a scale in two octaves and will be evaluated on left hand shape, thumb shape and position, correct fingering, quality of sound, intonation.Assessment of Individual Practice | ET Teachers Edition page 20 |
| Tone Production | Create a Pleasing tonePlay with vibratoDemonstrate crescendos and diminuendos  | Bowing Skills QuizVibrato Skills QuizET pp. 42-43 | ET Teacher’s Edition page 26Repertoire Ex: Theme from Canon in D, arr. by J. Camponegro |
| **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. |
| Notation | Compose or arrange a grade-appropriate short instrumental piece/warm up for a specified goal using traditional or non-traditional notation including the elements of music. | Notation of fingerings for 3rd and 4th position.Students will identify and notate appropriate accidental signs to enharmonic spellings of notes. | ET Teacher’s Edition pages 24-26:ET Teacher’s Edition pages 36-38:Metronome |
| Rhythm | Create a variation of a simple melody using the blues scale pattern. | Students will improvise a 3-note melody over a recorded blues accompaniment. | Nothin’ But Blues, volume 2 Jamey Aebersold[www.jazzbooks.com](http://www.jazzbooks.com)[www.jazzednet.org](http://www.jazzednet.org) |
| **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. |
| Performance Evaluation | Students will be able to proficiently apply specific criteria (rubric) to evaluate his/her personal contribution in an instrumental performance and to evaluate their ensemble’s performance as compared to exemplary models. | Students will orally demonstrate understanding of a recorded performance of their fall concert music. | BloggiePocket TrakEE 2 – Teacher’s Resource Kit - p. 128 |
| **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 |
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| Historical Relationships | Discuss the role of technology in creating, producing, and listening to music.Recognize and describe distinguishing characteristics of music from various historical periods. | Listen to and discuss recordings of different arrangements of the pieces that will be played on the winter concert.Written reports about the composers, era or origin of the pieces performed on the winter concert.  | MP3, CD -Recordings of concert selections.[www.Wikipedia.org](http://www.Wikipedia.org)  |
| **QUARTER 3** |
| **KNOWLEDGE & 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. |
| Singing | Sing a two-part harmonization with both parts using the different rhythms.  | <http://thepracticeroom.net>  | <http://thepracticeroom.net>  |
| Rhythm | Differentiate between correct and incorrect rhythm.Identify and interpret standard musical notation. | Rhythm games (teacher choice) musictechteacher.comPerformance of Syncopated Rhythm: ET p. 40 | Repertoire Ex: Colorado Trail, arr. by R. Sieving[www.musictechteacher.com](http://www.musictechteacher.com)Student quiz results are printable and may be completed at home, in classroom, or computer lab. |
| Terms of Expression | Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping. | Recognition and Application of term as it applies to teacher selected sheet music.Assessment of Individual Practice | Sheet Music to be selected by teacher. |
| Note Reading  . | Perform minor scales on one’s instrument.Identify and interpret standard musical notation. | Written Assessment of scales in minor keysEssential Technique pp. 32-36 | ET Teacher’s Manual, pp. 242-264Scales Test ET Teacher’ Manual p. 19. |
| Intonation | Produce a fundamental tone in 3rd position. | Group/Individual Assessment:ET pp. 2-17 (Shifting) | ET Section I: Higher Positions and Shifting |
| Tone Production | Demonstrate continuing tonal development and an understanding of a characteristic tone quality.Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping. | Individual Assessment: Playing Test of students playing their part of the pieces the orchestra will be taking to concert festival.  | ET Teacher’s Edition, page 18.WTSBOA Adjudicated Concert FestivalRepertoire Ex’s: Gargoyles, by D. Spata, Canyon Winds, by S. O’Laughlin, and Pirates of the Caribbean: Dead Man’s Chest, arr. by R. Longfield |
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| **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. |
| Notation | Identify and interpret standard musical notation. | Notate a D major scale. Include clef sign, time signature, key signature, bar lines, correct note values. | Staff paper available at:[www.musictheory.net](http://www.musictheory.net)Workbook for Strings, Book 2 |
| Compose | Use an abundant variety of sound, notational, and/or technological sources to compose or arrange a given song.  | Identify and create the “question” part of a phrase. Identify and Create an “answer” or conclusion to a given phrase “question”.Arrange your phrase for other instruments. (If your phrase was for treble instruments, rewrite it for bass instruments) | Staff paper available at:[www.musictheory.net](http://www.musictheory.net)EE book 2, page 46 #207 “Q and A”Finale or Sibelius  |
| **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. |
| Analyze | Describe musical examples using appropriate vocabulary/terminology. | Students will perform and critique individually composed phrases.Written Critique: Students will write a self-evaluation of their individual composition using a class generated rubric. | Finale or Sibelius |
| **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 |
| Historical Relationships | Recognize and describe distinguishing characteristics of music from various historical periods. | History Worksheet Quiz | EE book 2 – Teacher’s Resource Kit pp. 138-143.  |

| **QUARTER 4** |
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| **KNOWLEDGE & 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. |
| Singing | Sing a two or three –part harmonization with a variety of rhythm patterns | Students will sing a portion of their orchestra sheet music using letter names or solfege. | Sheet Music selected by teacher.Primo Performance, Books 1 & 2http://thepracticeroom.net |
| Rhythm | Identify and interpret standard musical notation in 6/8 meter. | Rhythm games (teacher choice) musictechteacher.comPerformance of Rhythms in 6/8 meter | ET p. 41[www.musictechteacher.com](http://www.musictechteacher.com)Student quiz results are printable and may be completed at home, in classroom, or computer lab.[www.Teoria.com](http://www.Teoria.com)  |
| Terms of Expression | Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping. | Recognition and Application of term as it applies to teacher selected sheet music. | Sheet Music to be selected by teacher.Repertoire Ex: Cello Squadron, by R. Meyer |
| Intonation | Demonstrate fundamental 3rd position shifting technique on one’s instrument.  | Group/Individual Assessment: shifting | ET pp 2-17: Higher Positions and Shifting |
| Tone Production | Demonstrate continuing tonal development and an understanding of a characteristic tone quality. | Self-Evaluation: Playing Test | ET Teacher’s Edition, p. 18 or teacher generated evaluation form.Repertoire Ex: An African-American Air, arr. by K. Mixon |
| **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. |
| Notation | Create a variation of a simple melody using a blues scale pattern. | Use a teacher-created rubric to assess each student’s work. | Staff paper available at:[www.musictheory.net](http://www.musictheory.net)Nothin’ But Blues, volume 2 Jamey Aebersold[www.jazzbooks.com](http://www.jazzbooks.com)[www.jazzednet.org](http://www.jazzednet.org) |
| **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. |
| Vocabulary | Describe musical examples using appropriate vocabulary/terminology. | Students will perform and critique individually composed melodies using the blues scale pattern. | Pocket TrakTeacher & Student Generated Rubric, Microsoft Word |
| Analyze | Students will demonstrate advanced proficiency in comparing and contrasting works of the same genre or style. | Written Critique: Students will write a self-evaluation of their blues scale composition using appropriate terminology. | Microsoft Word |
| **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 |
| Technology | Students will be able to explain with advanced competency ways music technology impacts today’s society. | Write a narrative about a field trip to a recording studio or Gibson guitar factory. | Sun StudiosGibson Guitar FactorySCS vo-tech recording studio |
| Historical Relationships | Recognize and describe distinguishing characteristics of music from various historical periods. | Identify a binary form and discuss its origins. | Tutorial on Binary Form:<http://www.teoria.com> |