

GRADE LEVEL: SIXTH--SEVENTH--EIGHTH

SUBJECT: EXPLORING MUSIC

DATE: 2019-2020

GRADING PERIOD: QUARTER 1

MASTER COPY 4-30-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					
Listening to, analyzing, and describing music	6.7.2 Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.	<ul style="list-style-type: none"> Listen to recordings of instrumental ensembles playing appropriate repertoire. Listen to live performances of instrumental ensembles playing appropriate repertoire. Apply standards to evaluate performances. 	<ul style="list-style-type: none"> Rubric 		IMPORTANT
<ul style="list-style-type: none"> Non-standard Notation 	7.5.4 Interpret and perform examples of non-standard notation in scores.	<ul style="list-style-type: none"> Interpret examples of non-standard notation in scores. Perform examples of non-standard notation in scores. 	<ul style="list-style-type: none"> Perform music on instrument Teacher Observation 	<ul style="list-style-type: none"> Notation Percussion String Brass Woodwind 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p>7.7.1 Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre</p>	<ul style="list-style-type: none"> • Listen to recordings of instrumental ensembles playing appropriate repertoire. • Identify instrumentation. <ul style="list-style-type: none"> – Musical form – Style – Genre • Describe instrumentation. <ul style="list-style-type: none"> – Musical form – Style – Genre 	<ul style="list-style-type: none"> • Perform music on instrument • Teacher Observation 	<ul style="list-style-type: none"> • Genre • Style • Ability 	IMPORTANT
<ul style="list-style-type: none"> • Instrumental Parts 	<p>7.7.2 Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</p>	<ul style="list-style-type: none"> • Listen to the relationship of the instrumental parts in a work being rehearsed using appropriate terminology. • Describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology. 	<ul style="list-style-type: none"> • Perform music on instrument • Teacher Observation • Written Responses 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Musical Elements 	<p>7.7.3 Identify musical elements in repertoire being studied that may convey a particular emotion or mood.</p>	<ul style="list-style-type: none"> Identify musical elements in repertoire being studied that may convey a particular emotion. Identify musical elements in repertoire being studied that may convey a particular mood. 			IMPORTANT
<p>Evaluating music and music performances</p>	<p>8.7.1 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.</p>	<ul style="list-style-type: none"> Use appropriate musical terminology in establishing criteria and to be used in evaluating the quality of instrumental performances. Use appropriate musical terminology in creating a rubric to be used in evaluating the quality of instrumental performances. 	<ul style="list-style-type: none"> Rubric 	<ul style="list-style-type: none"> Intonation Articulation Dynamics Note accuracy Rhythm accuracy Interpretation Emotional involvement Musicality 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	8.7.3 Apply established criteria to evaluate performances of own ensemble.	<ul style="list-style-type: none">• Apply established criteria to evaluate performances of own ensemble.	<ul style="list-style-type: none">• Established rubrics	<ul style="list-style-type: none">• “WHAT” criteria• “HOW” criteria	CRITICAL

GRADE LEVEL: SIXTH-SEVENTH-EIGHTH

SUBJECT: EXPLORING MUSIC

DATE: 2019-2020

GRADING PERIOD: QUARTER 2

MASTER COPY 4-29-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Evaluating music and music performances <ul style="list-style-type: none"> Terminology Rubric Creation 	6.7.1 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.	<ul style="list-style-type: none"> Use appropriate musical terminology in establishing criteria for assessment. Create a rubric to be used in evaluating the quality of instrumental performances. 	<ul style="list-style-type: none"> Rubric 	<ul style="list-style-type: none"> “WHAT” criteria “HOW” criteria Rubric 	IMPORTANT
	6.7.2 Apply established criteria to evaluate performances of own ensemble.	<ul style="list-style-type: none"> Apply established criteria to evaluate performances of own ensemble. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					
Understanding relationships between music, the other arts, and disciplines outside the arts <ul style="list-style-type: none"> • Math Concepts • Rhythms • Repertoire 	6.8.1 Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.	<ul style="list-style-type: none"> • Apply mathematical concepts to the understanding of rhythms. • Apply mathematical concepts to the understanding of repertoire. 	<ul style="list-style-type: none"> • Student Performance • Teacher Observation 	<ul style="list-style-type: none"> • Transfer 	IMPORTANT
<ul style="list-style-type: none"> • Journal 	6.8.2 Keep a journal of written responses to musical examples heard in class.	<ul style="list-style-type: none"> • Keep a journal of written responses to musical examples heard in class. 	<ul style="list-style-type: none"> • Teacher Observation 	<ul style="list-style-type: none"> • Mood • Tonality 	IMPORTANT
<ul style="list-style-type: none"> • Posture • Technique 	6.8.3 Understand the physiological basis for good playing posture and technique.	<ul style="list-style-type: none"> • Understand the physiological basis for good playing posture. • Understand the physiological basis for good technique. 	<ul style="list-style-type: none"> • Discussion • Teacher Observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Frequency • Amplitude • Wavelength 	<p>6.8.4 Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.</p>	<ul style="list-style-type: none"> • Understand the physical properties of sound frequency as they relate to specific instrument families. • Understand the physical properties of sound amplitude as they relate to specific instrument families. • Understand the physical properties of sound wavelength as they relate to specific instrument families. 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Written lists • Performing Exam 		IMPORTANT
<ul style="list-style-type: none"> • Cooperation • Effort • Perseverance • Respect 	<p>6.8.5 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p>	<ul style="list-style-type: none"> • Identify life skills developed in music studies. • Identify life skills developed in music activities. <ul style="list-style-type: none"> – Cooperation – Effort – Perseverance – Respect that transfer to other disciplines – Respect that transfer to other contexts. 	<ul style="list-style-type: none"> • Discussion • Teacher Observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					
	6.9.1 Explore the genre, style, composer, and historical background of repertoire being studied.	<ul style="list-style-type: none"> • Explore repertoire being studied. <ul style="list-style-type: none"> – Genre – Style – Composer – Historical background • Understand repertoire being studied. 	<ul style="list-style-type: none"> • Performance Quiz • Music Rubric • Teacher Observation 	<ul style="list-style-type: none"> • Traditions <ul style="list-style-type: none"> – Cultural – Historic 	ADDITIONAL
<ul style="list-style-type: none"> • Instrument origins 	6.9.2 Investigate the cultural origin and evolution of specific instruments.	<ul style="list-style-type: none"> • Investigate the cultural origin of specific instruments. • Investigate the evolution of specific instruments. 	<ul style="list-style-type: none"> • Teacher Observation 		IMPORTANT
<ul style="list-style-type: none"> • Instrumental repertoire 	6.9.3 Perform instrumental repertoire in an authentic style that reflects the origin of the music.	<ul style="list-style-type: none"> • Perform instrumental repertoire in an authentic style that reflects the origin of the music. 	<ul style="list-style-type: none"> • Music rubric • Teacher observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none">• Community Ensembles• Ensemble Opportunities	6.9.4 Discuss the roles of various instrumental ensembles in the community and opportunities for participation.	<ul style="list-style-type: none">• Discuss the roles of various instrumental ensembles in the community.• Discuss the opportunities for participation in various instrumental ensembles.	<ul style="list-style-type: none">• Discussion• Teacher observation		IMPORTANT