Floyd County Schools He's All About Kids

FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!" Summer 2014

Subject Content:	Music	Grade:	6 th
	Indicates the C	urriculum Map	

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

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic	Unit/Topic
Purposes of Music	The Elements of Music
(Recreational, Ceremonial, Artistic Expression)	(Rhythm and Tempo)
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-06-3.1.1	AH-06-1.1.1
Students will identify or explain how music fulfills a variety of purposes.	Students will identify or describe the use of elements in a variety of music.
DOK 2	AH-06-1.1.3: Students will identify or explain various styles of music (gospel,
Common Core Standards	Broadway musicals, blues, jazz, popular, marches, ballads).
A.AH-6-PCA-U: Enduring Knowledge –	
Understandings Students will understand that:	
AH-6-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to	DOK 2
present issues and ideas, to entertain, to teach or persuade, to design, plan	Common Core Standards
and beautify).	A.AH-6-SA-U: Enduring Knowledge –
AH-6-PCA-U-2: the arts have value and significance for daily life. They	Understandings Students will understand that:
provide personal fulfillment, whether in career settings, avocational	AH-6-SA-U-1: the elements of music, dance and drama are intentionally applied
pursuits, or leisure.	in creating and performing.
AH-6-PCA-U-3: the arts provide forms of nonverbal communication that can	AH-6-SA-U-3: responding to or critiquing works of art involves an understanding
strengthen the presentation of ideas and emotions.	of elements, principles, and structures appropriate to each area of the arts.
B.AH-6-PCA-S-Mu: Skills and Concepts – Music Students will:	AH-6-SA-U-4: existing and emerging technologies can inspire new applications
AH-6-PCA-S-Mu1: compare and explain purposes for which music is created	of structural components.
to fulfill (ceremonial, recreational, artistic expression)	B.AH-6-SA-S-Mu: Skills and Concepts – Music Students will:

AH-6-PCA-S-Mu2: create new, listen to, choose and perform music to fulfill	AH-6-SA-S-Mu1: use appropriate terminology to identify and analyze the use of
a variety of specific purposes	elements in a variety of music (rhythm, tempo, melody,
	harmony, form, timbre, dynamics)
	AH-6-SA-S-Mu2: use the elements of music while performing, singing, playing
	instruments, moving, listening, reading music, writing music and
	creating music independently and with others
	AH-6-SA-S-Mu3: listen to and explore how changing different elements results
	in different musical effects
	AH-6-SA-S-Mu4: recognize, describe and compare various styles of music
	(gospel, Broadway musicals, blues, popular, marches, ballads)
	AH-6-SA-S-Mu5: identify instruments according to classifications (family, voices,
	folk and orchestral instruments)

CURRICULUM			CURRICULUM		
Week 2	Week 3	Week 4	Week 5	Week 6	
Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Recreational	Artistic Expression	Rhythm	Rhythm	Tempo	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	
I can identify the three purposes of music.	I can identify the three purposes of music.	I can identify time signatures (2/4, ¾, 4/4, 6/8). I can correctly use various rhythm durations in various time signatures (correct beats per measure, etc.) to compose short musical pieces. I can detect syncopated rhythms.	I can identify time signatures (2/4, ¾, 4/4, 6/8). I can correctly use various rhythm durations in various time signatures (correct beats per measure, etc.) to compose short musical pieces. I can detect syncopated rhythms.	I can categorize music into a variety of tempi (largo, moderato, allegro, & presto).	
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	
Culture Ceremonial Recreational Artistic Expression	Culture Ceremonial Recreational Artistic Expression	Rhythm Duration Notes (Whole, Half, Quarter, Eighth, Sixteenth, Dotted Half, Dotted	Rhythm Duration Notes (Whole, Half, Quarter, Eighth, Sixteenth, Dotted Half, Dotted	Tempo Presto Allegro Moderato Largo	
	Identify Sub-Topics Recreational I CAN STATEMENTS: I can identify the three purposes of music. Critical Vocabulary Culture Ceremonial Recreational	Identify Sub-Topics Recreational Artistic Expression I CAN STATEMENTS: I CAN STATEMENTS: I can identify the three purposes of music. I can identify the three purposes of music. Critical Vocabulary Critical Vocabulary Culture Ceremonial Recreational Recreational Recreational Recreational	Identify Sub-Topics Identify Sub-Topics Identify Sub-Topics Recreational Artistic Expression Rhythm I CAN STATEMENTS: I CAN STATEMENTS: I CAN STATEMENTS: I can identify the three purposes of music. I can identify time signatures (2/4, %, 4/4, 6/8). I can correctly use various rhythm durations in various time signatures (correct beats per measure, etc.) to compose short musical pieces. I can detect syncopated rhythms. Critical Vocabulary Critical Vocabulary Critical Vocabulary Culture Ceremonial Recreational Artistic Expression Ceremonial Recreational Artistic Expression Notes (Whole, Half, Quarter, Eighth, Sixteenth,	Identify Sub-Topics	

Suggested Strategies/Activities Listen to a variety of music and identify the primary purpose.	Suggested Strategies/Activities Listen to a variety of music and identify the primary purpose.	Suggested Strategies/Activities Listen to a variety of music and identify the primary purpose.	Rests (Whole, Half, Quarter, Eighth, Sixteenth) Time Signature Syncopation Suggested Strategies/Activities Music Ace 2 Lessons Compose and perform various rhythm patterns in various time signatures Aurally identify rhythmic patterns Who's the Champ rhythmic dictation game	Rests (Whole, Half, Quarter, Eighth, Sixteenth) Time Signature Syncopation Suggested Strategies/Activities Music Ace 2 Lessons Compose and perform various rhythm patterns in various time signatures Aurally identify rhythmic patterns Who's the Champ rhythmic dictation game	Suggested Strategies/Activities Music Ace 2 Lessons Compose and perform various rhythm patterns in various time signatures Aurally identify rhythmic patterns Who's the Champ rhythmic dictation game Listen to a variety of music to identify various tempos Perform a variety of rhythms at various tempos.
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and

observers.	observers.	observers.	performers and observers.	performers and observers.	observers.
Summative	Summative	Summative	Summative	Summative	
					Summative
Performance Based	Performance Based	Performance Based	Performance Based	Performance Based	
(Student demonstrates	(Student demonstrates	(Student demonstrates	(Student demonstrates	(Student demonstrates	Performance Based
specific skills)	specific skills)	specific skills)	specific skills)	specific skills)	(Student demonstrates specific skills)
Written/aural –	Written/aural –	 Written/aural – multiple	Written/aural –	Written/aural –	specific skills)
multiple choice,	multiple choice,	choice, constructed	multiple choice,	multiple choice,	Written/aural – multiple
constructed response,	constructed response,	response, open	constructed response,	constructed response,	choice, constructed
open response	open response	response	open response	open response	response, open response
Common (DLC Torms	Common /DLC Toams	Common /DLC Toams	Common (PLC Teams	Common (PLC Teams	
Common (PLC Teams will design the	Common (PLC Teams will design the	Common (PLC Teams will design the common	will design the	will design the	Common (PLC Teams will
common assessments,	common assessments,	assessments, i.e., grade	common assessments,	common assessments,	design the common
i.e., grade level, and/or	i.e., grade level, and/or	level, and/or depts)	i.e., grade level,	i.e., grade level,	assessments, i.e., grade
depts)	depts)		and/or depts)	and/or depts)	level, and/or depts)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Making Music -	Making Music -	Making Music -	Music Ace 2 Software	Music Ace 2 Software	Music Ace 2 Software
Textbooks and CD's	Textbooks and CD's	Textbooks and CD's			
			Making Music –	Making Music –	Making Music – Textbooks
KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	Textbooks and CD's	Textbooks and CD's	and CD's
Videos	Videos	Videos	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit
1.000	1.000	1,000	KET / II O TOOMIC	RETAILS TOOMIC	KET / W CO TOO MIC
			Classroom instruments	Classroom instruments	Classroom instruments
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Compare/contrast the live	Compare/contrast the live	Compare/contrast the live	Analyze the song we have	Analyze the song we have	Analyze the song we have been
performance to the	performance to the	performance to the exemplar	been singing in class,	been singing in class,	singing in class, explaining how

exemplar performance	exemplar performance	performance example	explaining how two	explaining how two	two elements of music are
example observed in the	example observed in the	observed in the classroom	elements of music are	elements of music are	utilized.
classroom setting.	classroom setting.	setting.	utilized.	utilized.	

Weeks 7-9	Weeks 10-12
Unit/Topic	Unit/Topic
The Elements of Music	The Elements of Music
(Dynamics and Form)	(Melody)
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-06-1.1.1	AH-06-1.1.1
Students will identify or describe the use of elements in a variety of music.	Students will identify or describe the use of elements in a variety of music.
AH-06-1.1.3: Students will identify or explain various styles of music (gospel,	AH-06-1.1.3: Students will identify or explain various styles of music (gospel, Broa
Broadway musicals, blues, jazz, popular, marches, ballads).	dway musicals, blues, jazz, popular, marches, ballads).
DOK 2	DOK 2
Common Core Standards	Common Core Standards
A.AH-6-SA-U: Enduring Knowledge –	A.AH-6-SA-U: Enduring Knowledge –
Understandings Students will understand that:	Understandings Students will understand that:
	AH-6-SA-U-1: the elements of music, dance and drama are intentionally applied
AH-6-SA-U-1: the elements of music, dance and drama are intentionally	in creating and performing.
applied in creating and performing.	AH-6-SA-U-3: responding to or critiquing works of art involves an understanding
AH-6-SA-U-3: responding to or critiquing works of art involves an	of elements, principles, and structures appropriate to each area of the arts.
understanding of elements, principles, and structures appropriate to each area of the arts.	AH-6-SA-U-4: existing and emerging technologies can inspire new applications of structural components.
AH-6-SA-U-4: existing and emerging technologies can inspire new	B.AH-6-SA-S-Mu: Skills and Concepts – Music Students will:
applications of structural components.	AH-6-SA-S-Mu1: use appropriate terminology to identify and analyze the use of
B.AH-6-SA-S-Mu: Skills and Concepts – Music Students will:	elements in a variety of music (rhythm, tempo, melody,
AH-6-SA-S-Mu1: use appropriate terminology to identify and analyze the use	harmony, form, timbre, dynamics)
of elements in a variety of music (rhythm, tempo, melody,	AH-6-SA-S-Mu2: use the elements of music while performing, singing, playing
harmony, form, timbre, dynamics)	instruments, moving, listening, reading music, writing music and
AH-6-SA-S-Mu2: use the elements of music while performing, singing, playing	creating music independently and with others
instruments, moving, listening, reading music, writing music and	AH-6-SA-S-Mu3: listen to and explore how changing different elements results in
creating music independently and with others	different musical effects
AH-6-SA-S-Mu3: listen to and explore how changing different elements	AH-6-SA-S-Mu4: recognize, describe and compare various styles of music (gospel,

AH-6-SA-S-Mu4: recognize, describe and compare various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads) AH-6-SA-S-Mu5: identify instruments according to classifications (family, voices, folk and orchestral instruments)		AH-6-SA-S-Mu5: identify instruments according to classifications (family, voices, folk and orchestral instruments)			
	CURRICULUM			CURRICULUM	
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Dynamics	Dynamics	Form	Melody	Melody	Melody
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can aurally identify dynamic levels in a given piece of music (pp, p, mp, mf, f, ff, crescendo, decrescendo).	I can aurally identify dynamic levels in a given piece of music (pp, p, mp, mf, f, ff, crescendo, decrescendo).	I can classify a variety of music into appropriate forms (AB, ABA, and call & response).	I can identify letter names of pitches on the grand staff (treble & bass clef). I can compose a piece of music using appropriate elements.	I can identify letter names of pitches on the grand staff (treble & bass clef). I can compose a piece of music using appropriate elements.	I can identify letter names of pitches on the grand staff (treble & bass clef). I can compose a piece of music using appropriate elements.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Dynamics Pianissimo Piano Mezzo Piano Mezzo Forte Forte Fortissimo	Dynamics Crescendo Decrescendo	Form AB ABA Call and Response	Melody Treble Clef Staff Pitch Phrase	Melody Bass Clef Staff Pitch Phrase	Melody Grand Staff Phrase
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Students will add	Students will add	Students will compose	Students will identify	Students will identify	Students will identify
dynamic markings to	dynamic markings to	and perform a 12	notes on the staff in the	notes on the staff in the	notes on the grand staff.

Broadway musicals, blues, popular, marches, ballads)

results in different musical effects

previously composed rhythm patterns and perform those rhythms while observing the dynamic markings. Students will listen to a variety of music and identify the dynamics being used.	previously composed rhythm patterns and perform those rhythms while observing the dynamic markings. Students will listen to a variety of music and identify the dynamics being used.	measure rhythmic piece in ABA form. Students will listen to a variety of music and identify the form of each piece.	treble clef. Students will draw given notes on the staff using the treble clef.	bass clef. Students will draw given notes on the staff using the bass clef.	Students will draw given notes on the grand staff. Students will aurally identify musical phrases.
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
All County Choir program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	All County Choir program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	All County Choir program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.
Summative	Summative	Summative	Summative	Summative	Summative
School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers.	All County Choir program – Performance would be summative with a written/oral critique by performers and observers.	All County Choir program – Performance would be summative with a written/oral critique by performers and observers.	All County Choir program – Performance would be summative with a written/oral critique by performers and observers.
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)

| Resources Needed |
|--|--|--|--|--|--|
| Making Music –
Textbooks and CD's |
| KET Arts Toolkit |
| Classroom instruments | Classroom instruments | Classroom instruments | Music Ace Software | Music Ace Software | Music Ace Software |
| | | | Classroom instruments | Classroom instruments | Classroom instruments |
| Higher Order Questions |
| Analyze the song we have been singing in class, explaining how two elements of music are utilized. | Analyze the song we have been singing in class, explaining how two elements of music are utilized. | Analyze the song we have been singing in class, explaining how two elements of music are utilized. | Analyze the song we have been singing in class, explaining how two elements of music are utilized. | Analyze the song we have been singing in class, explaining how two elements of music are utilized. | Analyze the song we have been singing in class, explaining how two elements of music are utilized. |

Weeks 13-15	Weeks 16-18
Unit/Topic	Unit/Topic
Processes in the Arts	Processes in the Arts
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-06-4.1: Music AH-06-4.1.1: Students will create and notate in similar style answers to musical phrases. AH-06-4.1.2: Students will improvise variations on given melodies. AH-06-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance. AH-06-4.1.4: Students will use a variety of sound sources to create and perform music. AH-06-4.1.5: Students will sing or play alone and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).	AH-06-4.1: Music AH-06-4.1.1: Students will create and notate in similar style answers to musical phrases. AH-06-4.1.2: Students will improvise variations on given melodies. AH-06-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance. AH-06-4.1.4: Students will use a variety of sound sources to create and perform music. AH-06-4.1.5: Students will sing or play alone and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).
DOK 2	
Common Core Standards A.AH-6-PA-U: Enduring Knowledge — Understandings Students will understand that: AH-6-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances. AH-6-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-6-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer. AH-6-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.	Common Core Standards A.AH-6-PA-U: Enduring Knowledge — Understandings Students will understand that: AH-6-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances. AH-6-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-6-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer. AH-6-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences. B.AH-6-PA-S-Mu: Skills and Concepts — Music Students will:

B.AH-6-PA-S-Mu: Skills and Concepts – Music Students will:	AH-6-PA-S-Mu1: be actively involved in creating, notating, improvising and
AH-6-PA-S-Mu1: be actively involved in creating, notating, improvising and	performing music (e.g., similar style answers to musical phrases,
performing music (e.g., similar style answers to musical phrases,	variations on given melodies, demonstrating unity/variety, tension/release,
variations on given melodies, demonstrating unity/variety, tension/release,	and balance) alone and with others
and balance) alone and with others	AH-6-PA-S-Mu2: use knowledge of musical elements to create and perform
AH-6-PA-S-Mu2: use knowledge of musical elements to create and perform	music in an expressive manner
music in an expressive manner	AH-6-PA-S-Mu3: sing or play alone and with others examples of music with
AH-6-PA-S-Mu3: sing or play alone and with others examples of music with	increasingly complex melodies and rhythmic patterns in treble and
increasingly complex melodies and rhythmic patterns in treble and	bass clef (with practice)
bass clef (with practice)	AH-6-PA-S-Mu4: use knowledge of the elements of music and music
AH-6-PA-S-Mu4: use knowledge of the elements of music and music	terminology to describe and critique their own performances and the
terminology to describe and critique their own performances and the	performances of others
performances of others	AH-6-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of
AH-6-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of	performers, originality, emotional impact, variety, interest)
performers, originality, emotional impact, variety, interest)	AH-6-PA-S-Mu6: demonstrate behavior appropriate for observing the
AH-6-PA-S-Mu6: demonstrate behavior appropriate for observing the	particular context and style of music being performed; discuss opinions
particular context and style of music being performed; discuss opinions	with peers in a supportive and constructive way
with peers in a supportive and constructive way	

with peers in a supportive and considerate way						
	CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Performance	Performance	Performance	Performance	Performance	Performance	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	
I can perform a piece of music using appropriate elements of music.	I can perform a piece of music using appropriate elements of music.	I can perform a piece of music using appropriate elements of music.	I can perform a piece of music using appropriate elements of music.	I can perform a piece of music using appropriate elements of music.	I can perform a piece of music using appropriate elements of music.	
I can critique the performance of a piece	I can critique the performance of a piece	I can critique the performance of a piece of music using appropriate	I can critique the performance of a piece of music using	I can critique the performance of a piece of music using	I can critique the performance of a piece of music using	

of music using appropriate elements of music.	of music using appropriate elements of music.	elements of music.	appropriate elements of music.	appropriate elements of music.	appropriate elements of music.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Perform Create Critique Rehearse	Perform Create Critique Rehearse	Perform Create Critique Rehearse	Perform Create Critique Rehearse	Perform Create Critique Rehearse	Perform Create Critique Rehearse
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Present a performance for a selected audience. Critique a performance using appropriate vocabulary.	Present a performance for a selected audience. Critique a performance using appropriate vocabulary.	Present a performance for a selected audience. Critique a performance using appropriate vocabulary.	Present a performance for a selected audience. Critique a performance using appropriate vocabulary.	Present a performance for a selected audience. Critique a performance using appropriate vocabulary.	Present a performance for a selected audience. Critique a performance using appropriate vocabulary.
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative	Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers. Summative	Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.

		Summative			
Veteran's Day program – Performance would be summative with a written/oral critique by performers and observers. Common (PLC Teams	Veteran's Day program – Performance would be summative with a written/oral critique by performers and observers. Common (PLC Teams	Veteran's Day program – Performance would be summative with a written/oral critique by performers and observers.	Summative Christmas program – Performance would be summative with a written/oral critique by performers and observers.	Summative Christmas program – Performance would be summative with a written/oral critique by performers and observers.	Summative Christmas program – Performance would be summative with a written/oral critique by performers and observers.
will design the common assessments, i.e., grade level,	will design the common assessments, i.e., grade level,	Common (PLC Teams will design the common	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams
and/or depts)	and/or depts)	assessments, i.e., grade level, and/or depts)	will design the common	will design the	will design the common
		level, alluyol depts	assessments, i.e., grade level, and/or depts)	i.e., grade level,	assessments, i.e., grade level, and/or depts)
	2 2 1 1		5 2 1 1	and/or depts)	
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Making Music – Textbooks and CD's	Making Music – Textbooks and CD's	Making Music – Textbooks and CD's	Making Music – Textbooks and CD's	Making Music – Textbooks and CD's	Making Music – Textbooks and CD's
KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit
Music Ace Software	<i>Music Ace</i> Software	Music Ace Software	Music Ace Software	Music Ace Software	Music Ace Software
Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.

Weeks 19-21	Weeks 22-24
Unit/Topic	Unit/Topic
The Elements of Music	The Elements of Music
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-06-1.1.1 Students will identify or describe the use of elements in a variety of music. AH-06-1.1.3: Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads). DOK 2	AH-06-1.1.1 Students will identify or describe the use of elements in a variety of music. AH-06-1.1.2: Students will identify instruments according to classifications. AH-06-1.1.3: Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).
Common Core Standards	DOK 2
A.AH-6-SA-U: Enduring Knowledge — Understandings Students will understand that: AH-6-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-6-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts. AH-6-SA-U-4: existing and emerging technologies can inspire new applications of structural components. B.AH-6-SA-S-Mu: Skills and Concepts — Music Students will: AH-6-SA-S-Mu1: use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) AH-6-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others AH-6-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects AH-6-SA-S-Mu4: recognize, describe and compare various styles of music	Common Core Standards A.AH-6-SA-U: Enduring Knowledge — Understandings Students will understand that: AH-6-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-6-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts. AH-6-SA-U-4: existing and emerging technologies can inspire new applications of structural components. B.AH-6-SA-S-Mu: Skills and Concepts — Music Students will: AH-6-SA-S-Mu1: use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) AH-6-SA-S-Mu2: use the elements of music while performing, singing, playing in struments, moving, listening, reading music, writing music and creating music independently and with others AH-6-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects

(gospel, Broadway musicals, blues, popular, marches, ballads)
AH-6-SA-S-Mu5: identify instruments according to classifications (family, voices, folk and orchestral instruments)

AH-6-SA-S-Mu4: recognize, describe and compare various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads)
AH-6-SA-S-Mu5: identify instruments according to classifications (family, voices, folk and orchestral instruments)

CURRICULUM			CUR	RICULUM	
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Harmony	Harmony	Harmony	Instrument Timbres	Instrument Timbres	Vocal Timbres
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can identify the presence of harmony (unison & parts).	I can identify the presence of harmony (unison & parts). I can identify a triad.	I can identify the presence of harmony (unison & parts). I can identify a triad.	I can identify instruments families.	I can identify instruments families.	I can identify vocal parts.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Harmony Unison Triad	Harmony Unison Triad	Harmony Unison Triad	Timbre (Tone Color) String Woodwind	Timbre (Tone Color) String Woodwind	Timbre (Tone Color) Soprano Alto
Major Minor	Major Minor	Major Minor	Brass Percussion Orchestra Folk	Brass Percussion Orchestra Folk	Tenor Bass
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Students will listen to a variety of music and identify whether the	Students will listen to a variety of music and identify whether the	Students will listen to a variety of music and identify major and	Students will listen to a variety of music and identify the instrument	Students will listen to a variety of music and identify the instrument	Students will listen to a variety of music and identify the vocal part

music contains	music contains	minor tonalities.	families heard.	families heard.	heard.
harmony.	harmony.	Students will construct	Students will construct	Students will construct an	
Students will identify	Students will identify	triads in root position.	an instrument and be	instrument and be able to	
triads in root position.	triads in root position.	thad in root position.	able to do the	do the following: play the	
			following: play the	instrument, identify what	
			instrument, identify	instrument family it is	
			what instrument family	from and why it is from	
			it is from and why it is	that family.	
			from that family.		
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
	Formative	Formative	Formative	Formative	Formative
Formative			All County band –	All County band – Preparation	All County band – Preparation
Juried events (KMEA Solo &	Juried events (KMEA Solo &	Juried events (KMEA Solo &	Preparation for the performance would be	for the performance would be formative with a written/oral	for the performance would be formative with a written/oral
ensemble, all county art, etc.) – Preparation for the	ensemble, all county art, etc.) – Preparation for the	ensemble, all county art, etc.) – Preparation for the	formative with a	critique by performers and	critique by performers and
performance would be	performance would be	performance would be	written/oral critique by	observers.	observers.
formative with a written/oral	formative with a	formative with a	performers and observers.		
critique by performers and observers.	written/oral critique by performers and observers.	written/oral critique by performers and observers.		Summative	Summative
observers.	performers and observers.	performers and observers.	Summative	Summative	Summative
				Performance Based	Performance Based
Summative	Summative	Summative	Performance Based	(Student demonstrates	(Student demonstrates
		Performance Based	(Student demonstrates	specific skills)	specific skills)
Performance Based	Performance Based	(Student demonstrates	specific skills)	,	,
(Student demonstrates	(Student demonstrates	specific skills)		M/ritton/aural multiple	Written/aural – multiple
specific skills)				Written/aural – multiple	written/aurai – munipie
specific skills)	specific skills)		Written/aural –	choice, constructed	choice, constructed
, ,		Written/aural –	multiple choice,	· ·	•
Written/aural –	Written/aural –	multiple choice,	multiple choice, constructed response,	choice, constructed	choice, constructed
Written/aural – multiple choice,	Written/aural – multiple choice,	multiple choice, constructed response,	multiple choice,	choice, constructed	choice, constructed
Written/aural – multiple choice, constructed response,	Written/aural – multiple choice, constructed response,	multiple choice,	multiple choice, constructed response,	choice, constructed	choice, constructed
Written/aural – multiple choice,	Written/aural – multiple choice,	multiple choice, constructed response, open response	multiple choice, constructed response, open response	choice, constructed response, open response Common (PLC Teams will design the common	choice, constructed response, open response Common (PLC Teams will design the common
Written/aural – multiple choice, constructed response,	Written/aural – multiple choice, constructed response,	multiple choice, constructed response, open response Common (PLC Teams	multiple choice, constructed response, open response Common (PLC Teams	choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade
Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	multiple choice, constructed response, open response Common (PLC Teams will design the	multiple choice, constructed response, open response Common (PLC Teams will design the	choice, constructed response, open response Common (PLC Teams will design the common	choice, constructed response, open response Common (PLC Teams will design the common
Written/aural – multiple choice, constructed response, open response Common (PLC Teams	Written/aural – multiple choice, constructed response, open response Common (PLC Teams	multiple choice, constructed response, open response Common (PLC Teams will design the common assessments,	multiple choice, constructed response, open response Common (PLC Teams will design the common assessments,	choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade
Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	multiple choice, constructed response, open response Common (PLC Teams will design the	multiple choice, constructed response, open response Common (PLC Teams will design the	choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade

i.e., grade level, and/or depts)	i.e., grade level, and/or depts)				
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Making Music –	Making Music –	Making Music –	Making Music –	Making Music – Textbooks	Making Music –
Textbooks and CD's	Textbooks and CD's	Textbooks and CD's	Textbooks and CD's	and CD's	Textbooks and CD's
KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit
Music Ace Software	Music Ace Software	Music Ace Software	Music Ace Software	Music Ace Software	Music Ace Software
Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are	Analyze the song we have been singing in class, explaining how two elements of music are	Analyze the song we have been singing in class, explaining how two elements of music are	Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are utilized.
	utilized.	utilized.	utilized.		

Weeks 25-27	Weeks 28-30
Unit/Topic	Unit/Topic
Cultures/Periods	Cultures/Periods
(Latin American)	(Asian)
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-06-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music.	AH-06-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music.
DOK 3	DOK 3
DOK 3	DOKS
Latin American:	Asian:
Blending of cultural traditions can create new traditions reflecting multiple	Isolation of culture or region results in a unique musical tradition
cultures	(e.g., unique and distinctive sounds of traditional Asian music and instruments,
Latin American characteristics reflected in music of United States (e.g., clave	e.g., Japanese koto, Indian sitar)
rhythm, the popularity of Latin musical styles, such as samba, salsa, cha-cha,	Common Core Standards
etc.,) in the U.S. Spanish influence on Mexican music (e.g., Mexican use of	2.AH-6-HA: Humanity in the Arts
traditional Spanish musical instruments)	A.AH-6-HA-U: Enduring Knowledge –
Common Core Standards	Understandings Students will understand that:
2.AH-6-HA: Humanity in the Arts	AH-6-HA-U-1: the arts are powerful tools for understanding human
A.AH-6-HA-U: Enduring Knowledge –	experiences both past and present.
Understandings Students will understand that:	AH-6-HA-U-2: the arts help us understand others' (often very different)
AH-6-HA-U-1: the arts are powerful tools for understanding human	ways of thinking, working, and expressing ourselves.
experiences both past and present.	AH-6-HA-U-3: the arts play a major role in the creation and defining of
AH-6-HA-U-2: the arts help us understand others' (often very different)	cultures and building civilizations.
ways of thinking, working, and expressing ourselves.	B.AH-6-HA-S-Mu: Skills and Concepts – Music Students will:
AH-6-HA-U-3: the arts play a major role in the creation and defining of	AH-6-HA-S-Mu1: describe and analyze distinguishing characteristics of
cultures and building civilizations.	music representing a variety of world cultures (Latin America, Asian) and
B.AH-6-HA-S-Mu: Skills and Concepts – Music Students will:	time periods
AH-6-HA-S-Mu1: describe and analyze distinguishing characteristics of	AH-6-HA-S-Mu2: listen to, perform and classify music representing a variety of wo
music representing a variety of world cultures (Latin America, Asian) and	rld cultures and historical periods
time periods	AH-6-HA-S-Mu3: examine music from various world cultures and explain
AH-6-HA-S-Mu2: listen to, perform and classify music representing a variety	how music reflects the culture, cultural beliefs, or blending of cultures;

of world cultures and histo		use examples to illustrate	how	
AH-6-HA-S-Mu3: examine	culture			
	ture, cultural beliefs, or bl		AH-6-HA-S-Mu4: examine	
•	how music has directly inf	luenced society or	fluence of time and place	are re
culture				
	music from various time p			
the influence of time and				
	CURRICULUM			
Week 25	Week 26	Week 27	Week 28	
Identify	Identify	Identify	Identify	
Cub Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Sub-Topics	Sub-Topics	Sub-Topics	Sub Topics	
Sub-Topics	Sub-Topics	3ub-Topics	Sub ropies	
Latin American	Latin American	Latin American	Asian	
·		·		I C
Latin American	Latin American	Latin American I CAN STATEMENTS:	Asian	I C
Latin American I CAN STATEMENTS:	Latin American I CAN STATEMENTS:	Latin American I CAN STATEMENTS: I can explain the	Asian I CAN STATEMENTS:	10
Latin American I CAN STATEMENTS: I can explain how	Latin American I CAN STATEMENTS: I can explain how Latin	Latin American I CAN STATEMENTS: I can explain the Spanish influence on	Asian I CAN STATEMENTS: I can explain how the	l can
Latin American I CAN STATEMENTS: I can explain how different cultures	Latin American I CAN STATEMENTS: I can explain how Latin American music is	Latin American I CAN STATEMENTS: I can explain the	Asian I CAN STATEMENTS: I can explain how the isolation of a culture or	l can
Latin American I CAN STATEMENTS: I can explain how different cultures blended to create Latin	Latin American I CAN STATEMENTS: I can explain how Latin American music is reflected in music of	Latin American I CAN STATEMENTS: I can explain the Spanish influence on	Asian I CAN STATEMENTS: I can explain how the isolation of a culture or region (Asian) results in	I can isolat regio
Latin American I CAN STATEMENTS: I can explain how different cultures	Latin American I CAN STATEMENTS: I can explain how Latin American music is	Latin American I CAN STATEMENTS: I can explain the Spanish influence on	Asian I CAN STATEMENTS: I can explain how the isolation of a culture or	l can

w music has directly influenced society or

sic from various time periods and explain how the in reflected in the music

the influence of time and	CURRICULUM		CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Latin American	Latin American	Latin American	Asian	Asian	Asian
I CAN STATEMENTS:					
I can explain how	I can explain how Latin	I can explain the Spanish influence on	I can explain how the	I can explain how the	I can explain how the
different cultures	American music is	Mexican music.	isolation of a culture or	isolation of a culture or	isolation of a culture or
blended to create Latin	reflected in music of		region (Asian) results in	region (Asian) results in a	region (Asian) results in a
American culture.	the United States.		a unique musical tradition.	unique musical tradition.	unique musical tradition.
Critical Vocabulary					
Clave rhythm	Clave rhythm	Clave rhythm	Japanese koto	Japanese koto	Japanese koto
Samba	Samba	Samba	Indian sitar	Indian sitar	Indian sitar
Salsa	Salsa	Salsa			
Cha-Cha	Cha-Cha	Cha-Cha			
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Listen to, recognize and respond to music from other cultures.	Listen to, recognize and respond to music from other cultures.	Listen to, recognize and respond to music from other cultures.	Listen to, recognize and respond to music from other cultures.	Listen to, recognize and respond to music from other cultures.	Listen to, recognize and respond to music from other cultures.

Perform music from this culture.	Perform music from this culture.	Perform music from this culture.	Perform music from this culture.	Perform music from this culture.	Perform music from this culture.
Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.	Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.	Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.	Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.	Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.	Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.
Balanced Assessment: Formative Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Balanced Assessment: Formative Annual school wide musical Preparation for the performance would be formative with a written/oral critique by performers and observers.	Balanced Assessment: Formative Annual school wide musical - Preparation for the performance would be formative with a written/oral critique by performers and observers.	Balanced Assessment: Formative Annual school wide musical Preparation for the performance would be formative with a written/oral critique by performers and observers.	Balanced Assessment: Formative Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Balanced Assessment: Formative Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.
Summative	Summative	Summative	Summative	Summative	Summative
Juried events (KMEA Solo & ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers.	All County band – Performance would be summative with a written/oral critique by performers and observers.	All County band – Performance would be summative with a written/oral critique by performers and observers.	All County band – Performance would be summative with a written/oral critique by performers and observers.
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Making Music –	Making Music –	Making Music –	Making Music –	Making Music – Textbooks	Making Music – Textbooks
Textbooks and CD's	Textbooks and CD's	Textbooks and CD's	Textbooks and CD's	and CD's	and CD's
KET Arts Toolkit					
Music Ace Software					
Classroom instruments	Classroom instruments	Classroom	Classroom instruments	Classroom instruments	Classroom instruments
		instruments			
Higher Order Questions					
Compare/contrast the					
performances of different					
cultures and time periods.					

Weeks 31-33	Weeks 34-36
Unit/Topic	Unit/Topic
Processes in the Arts	Humanities Review
CORE CONTENT 4.1	CORE CONTENT 4.1
	Review all previous core content 4.1 material.
AH-06-4.1: Music	Common Core Standards
AH-06-4.1.1: Students will create and notate in similar style answers to	Review all previous common core material. Add the following interrelationship
musical phrases.	shandards.
AH-06-4.1.2: Students will improvise variations on given melodies.	A.AH-6-IAA-U: Enduring Knowledge –
AH-06-4.1.3: Students will compose and notate short pieces of music	Understandings Students will understand that:
demonstrating unity/variety, tension/release and balance.	AH-6-IAA-U-1: the arts are basic forms of human communication.
AH-06-4.1.4: Students will use a variety of sound sources to create and	AH-6-IAA-U-2: music, dance, drama and visual art created in common cultures
perform music.	and/or common historical periods tend to reflect common
AH-06-4.1.5: Students will sing or play alone and sustain own part in an	attitudes, ideas, beliefs and feelings.
ensemble, a given piece of music with increasingly complex melodies	AH-6-IAA-U-3: the arts provide forms of non-verbal communication that can
and rhythmic patterns in treble and bass clef (with practice).	strengthen the presentation of ideas and emotions. AH-6-IAA-U-4: the modes of thinking and methods of the arts disciplines can be
	used to illuminate situations in other disciplines that require
Common Core Standards	creative solutions.
A.AH-6-PA-U: Enduring Knowledge –	B.AH-6-IAA-S: Skills and Concepts – Arts Students will:
Understandings Students will understand that:	AH-6-IAA-S-1: recognize common terms and concepts used in various arts (e.g.,
AH-6-PA-U-1: there are three distinct processes for involvement in the arts;	tempo in dance and music)
creating new artworks, performing works previously created and	AH-6-IAA-S-2: identify communication of common themes or ideas across
responding to artworks and performances.	different art forms
AH-6-PA-U-2: full understanding and appreciation of the arts requires some	AH-6-IAA-S-3: identify and explain connections between and among different
degree of involvement in all three processes.	art forms from the same culture or from the same time period
AH-6-PA-U-3: openness, respect for work and an understanding of how artists	AH-6-IAA-S-4: describe commonalities between the arts and other subjects
apply elements and principles of design in creating and performing	taught in the school (e.g., observation skills in visual arts and
are personal attitudes and skills that enhance enjoyment of the observer.	science, historical and cultural perspectives in the arts and social studies, shape
AH-6-PA-U-4: existing and emerging technologies can extend the reach of the	in visual art and mathematics, dance and a healthy lifestyle,
art form to new audiences.	fractions in music notation and mathematics, composing music and writing)

AH-6-PA-S-Mu1: be active performing music (e.g., si	d Concepts – Music Studen ely involved in creating, not milar style answers to musi lies, demonstrating unity/va	ating, improvising and cal phrases,	AH-6-IAA-S-5: communication the four art forms	te common meaning throug	th creating and performing
and balance) alone and w	ith others				
	AH-6-PA-S-Mu2: use knowledge of musical elements to create and perform				
music in an expressive manner					
AH-6-PA-S-Mu3: sing or play alone and with others examples of music with					
increasingly complex melodies and rhythmic patterns in treble and					
bass clef (with practice)					
AH-6-PA-S-Mu4: use knowledge of the elements of music and music terminology to describe and critique their own performances and the					
performances of others					
AH-6-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of					
performers, originality, emotional impact, variety, interest)					
AH-6-PA-S-Mu6: demonstrate behavior appropriate for observing the					
particular context and style of music being performed; discuss opinions					
with peers in a supportive and constructive way				CURRICULIM	
CURRICULUM Week 31 Week 32 Week 33			CURRICULUM Week 34 Week 35 Week 36		
Identify	Week 32 Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
			I can demonstrate prior	I can demonstrate prior	I can demonstrate prior
I can perform a piece of	I can perform a piece of	I can perform a piece of	learning through a	learning through a	learning through a
music using appropriate elements of music.	music using appropriate elements of music.	music using appropriate elements of music.	variety of mean (games, tests, etc.)	variety of mean (games, tests, etc.)	variety of mean (games, tests, etc.)
elements of music.	elements of music.	elements of music.	(6313, 610.)	16313, 616.]	16313, 616.]
		I can critique the	I can identify and	I can identify and	I can identify and
I can critique the	I can critique the	performance of a piece	analyze the elements of	analyze the elements of	analyze the elements of
performance of a piece	performance of a piece	of music using	music through the use of	music through the use of	music through the use of

of music using	of music using	appropriate elements of	technology.	technology.	technology.
appropriate elements of music.	appropriate elements of music.	music.	I can identify and	I can identify and	I can identify and
music.	illusic.		analyze cultures/periods	analyze cultures/periods	analyze cultures/periods
			and purposes of music	and purposes of music	and purposes of music
			through the use of		through the use of
			_	through the use of	ı
Critical Vacabulanu	Cuitical Vacabulanu	Cuitical Vacabulanu	technology.	technology.	technology.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Perform	Perform	Perform	See all previous	See all previous	See all previous
Create	Create	Create	vocabulary.	vocabulary.	vocabulary.
Critique	Critique	Critique			
Rehearse	Rehearse	Rehearse			
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Present a performance	Present a performance	Present a performance	Compete in a Jeopardy	Compete in a Jeopardy	Compete in a Jeopardy
for a selected audience.	for a selected audience.	for a selected audience.	tournament to review	tournament to review	tournament to review
			content.	content.	content.
Critique a performance	Critique a performance	Critique a performance	http://www.superteach	http://www.superteach	http://www.superteach
using appropriate	using appropriate	using appropriate	ertools.com/jeopardyx/	ertools.com/jeopardyx/	ertools.com/jeopardyx/
vocabulary.	vocabulary.	vocabulary.	http://www.superteach	http://www.superteach	http://www.superteach
			ertools.com/jeopardy/	ertools.com/jeopardy/	ertools.com/jeopardy/
			Play other flash based	Play other flash based	Play other flash based
			games (Speed Match	games (Speed Match	games (Speed Match
			Maker, Who Wants to	Maker, Who Wants to	Maker, Who Wants to
			be a Millionaire, Flash	be a Millionaire, Flash	be a Millionaire, Flash
			Board Game).	Board Game).	Board Game).
			http://www.superteach	http://www.superteach	http://www.superteach
			ertools.com/index.php	ertools.com/index.php	ertools.com/index.php
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
School wide video for test	School wide video for test	School wide video for test	Performance Based	Performance Based	Performance Based
prep – Preparation for the	prep – Preparation for the	prep – Preparation for the	(Student demonstrates	(Student demonstrates	(Student demonstrates

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