



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES  
"Building a Better Future for Every Child - Every Day!"  
Summer 2014

Subject Content: Music Grade: 6<sup>th</sup>

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

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| <p>AH-6-PCA-S-Mu2: create new, listen to, choose and perform music to fulfill a variety of specific purposes</p> | <p>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)</p> <p>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</p> <p>AH-6-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-6-SA-S-Mu4: recognize, describe and compare various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads)</p> <p>AH-6-SA-S-Mu5: identify instruments according to classifications (family, voices, folk and orchestral instruments)</p> |
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| CURRICULUM   |  |  | CURRICULUM   |  |  |
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| Week 1   | Week 2   | Week 3   | Week 4   | Week 5   | Week 6   |
| <b>Identify Sub-Topics</b><br><br>Ceremonial   | <b>Identify Sub-Topics</b><br><br>Recreational   | <b>Identify Sub-Topics</b><br><br>Artistic Expression  | <b>Identify Sub-Topics</b><br><br>Rhythm   | <b>Identify Sub-Topics</b><br><br>Rhythm   | <b>Identify Sub-Topics</b><br><br>Tempo  |
| <b>I CAN STATEMENTS:</b><br><br>I can identify the three purposes of music.                    | <b>I CAN STATEMENTS:</b><br><br>I can identify the three purposes of music.                    | <b>I CAN STATEMENTS:</b><br><br>I can identify the three purposes of music.                    | <b>I CAN STATEMENTS:</b><br><br>I can identify time signatures (2/4, ¾, 4/4, 6/8).<br><br>I can correctly use various rhythm durations in various time signatures (correct beats per measure, etc.) to compose short musical pieces.<br><br>I can detect syncopated rhythms. | <b>I CAN STATEMENTS:</b><br><br>I can identify time signatures (2/4, ¾, 4/4, 6/8).<br><br>I can correctly use various rhythm durations in various time signatures (correct beats per measure, etc.) to compose short musical pieces.<br><br>I can detect syncopated rhythms. | <b>I CAN STATEMENTS:</b><br><br>I can categorize music into a variety of tempi (largo, moderato, allegro, & presto). |
| <b>Critical Vocabulary</b><br><br>Culture<br>Ceremonial<br>Recreational<br>Artistic Expression | <b>Critical Vocabulary</b><br><br>Culture<br>Ceremonial<br>Recreational<br>Artistic Expression | <b>Critical Vocabulary</b><br><br>Culture<br>Ceremonial<br>Recreational<br>Artistic Expression | <b>Critical Vocabulary</b><br><br>Rhythm<br>Duration<br>Notes<br>(Whole, Half, Quarter, Eighth, Sixteenth, Dotted Half, Dotted Quarter)  | <b>Critical Vocabulary</b><br><br>Rhythm<br>Duration<br>Notes<br>(Whole, Half, Quarter, Eighth, Sixteenth, Dotted Half, Dotted Quarter)  | <b>Critical Vocabulary</b><br><br>Tempo<br>Presto<br>Allegro<br>Moderato<br>Largo                                    |

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

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| observers.<br><br><b>Summative</b><br><br>Performance Based<br>(Student demonstrates specific skills)<br><br>Written/aural – multiple choice, constructed response, open response<br><br><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i> | observers.<br><br><b>Summative</b><br><br>Performance Based<br>(Student demonstrates specific skills)<br><br>Written/aural – multiple choice, constructed response, open response<br><br><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i> | observers.<br><br><b>Summative</b><br><br>Performance Based<br>(Student demonstrates specific skills)<br><br>Written/aural – multiple choice, constructed response, open response<br><br><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i> | performers and observers.<br><br><b>Summative</b><br><br>Performance Based<br>(Student demonstrates specific skills)<br><br>Written/aural – multiple choice, constructed response, open response<br><br><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i> | performers and observers.<br><br><b>Summative</b><br><br>Performance Based<br>(Student demonstrates specific skills)<br><br>Written/aural – multiple choice, constructed response, open response<br><br><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i> | observers.<br><br><b>Summative</b><br><br>Performance Based<br>(Student demonstrates specific skills)<br><br>Written/aural – multiple choice, constructed response, open response<br><br><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i> |
| <b>Resources Needed</b><br><br><i>Making Music</i> - Textbooks and CD's<br><br>KET Arts Toolkit<br><br>Videos  | <b>Resources Needed</b><br><br><i>Making Music</i> - Textbooks and CD's<br><br>KET Arts Toolkit<br><br>Videos  | <b>Resources Needed</b><br><br><i>Making Music</i> - Textbooks and CD's<br><br>KET Arts Toolkit<br><br>Videos  | <b>Resources Needed</b><br><br>Music Ace 2 Software<br><br><i>Making Music</i> – Textbooks and CD's<br><br>KET Arts Toolkit<br><br>Classroom instruments  | <b>Resources Needed</b><br><br>Music Ace 2 Software<br><br><i>Making Music</i> – Textbooks and CD's<br><br>KET Arts Toolkit<br><br>Classroom instruments  | <b>Resources Needed</b><br><br>Music Ace 2 Software<br><br><i>Making Music</i> – Textbooks and CD's<br><br>KET Arts Toolkit<br><br>Classroom instruments   |
| <b>Higher Order Questions</b><br><br>Compare/contrast the live performance to the  | <b>Higher Order Questions</b><br><br>Compare/contrast the live performance to the  | <b>Higher Order Questions</b><br><br>Compare/contrast the live performance to the exemplar   | <b>Higher Order Questions</b><br><br>Analyze the song we have been singing in class,  | <b>Higher Order Questions</b><br><br>Analyze the song we have been singing in class,  | <b>Higher Order Questions</b><br><br>Analyze the song we have been singing in class, explaining how  |

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| exemplar performance example observed in the classroom setting. | exemplar performance example observed in the classroom setting. | performance example observed in the classroom setting. | explaining how two elements of music are utilized. | explaining how two elements of music are utilized. | two elements of music are utilized. |
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| Weeks 7-9  | Weeks 10-12   |
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| <p align="center"><b>Unit/Topic</b></p> <p align="center">The Elements of Music<br/>(Dynamics and Form)</p>  | <p align="center"><b>Unit/Topic</b></p> <p align="center">The Elements of Music<br/>(Melody)</p>  |
| <p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-06-1.1.1<br/>Students will identify or describe the use of elements in a variety of music.<br/>AH-06-1.1.3: Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</p> <p align="right">DOK 2</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-6-SA-U: Enduring Knowledge –<br/>Understandings Students will understand that:</p> <p>AH-6-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.<br/>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.<br/>AH-6-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-6-SA-S-Mu: Skills and Concepts – Music Students will:<br/>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)<br/>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<br/>AH-6-SA-S-Mu3: listen to and explore how changing different elements</p> | <p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-06-1.1.1<br/>Students will identify or describe the use of elements in a variety of music.<br/>AH-06-1.1.3: Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</p> <p align="right">DOK 2</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-6-SA-U: Enduring Knowledge –<br/>Understandings Students will understand that:</p> <p>AH-6-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.<br/>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.<br/>AH-6-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-6-SA-S-Mu: Skills and Concepts – Music Students will:<br/>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)<br/>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<br/>AH-6-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects<br/>AH-6-SA-S-Mu4: recognize, describe and compare various styles of music (gospel,</p> |

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| results in different musical effects<br>AH-6-SA-S-Mu4: recognize, describe and compare various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads)<br>AH-6-SA-S-Mu5: identify instruments according to classifications (family, voices, folk and orchestral instruments) |   |  | Broadway musicals, blues, popular, marches, ballads)<br>AH-6-SA-S-Mu5: identify instruments according to classifications (family, voices, folk and orchestral instruments) |   |   |
| <b>CURRICULUM</b>  |   |  | <b>CURRICULUM</b>  |   |   |
| <b>Week 7</b>  | <b>Week 8</b>   | <b>Week 9</b>  | <b>Week 10</b>   | <b>Week 11</b>  | <b>Week 12</b>  |
| <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>  |
| Dynamics   | Dynamics  | Form   | Melody   | Melody  | Melody  |
| <b>I CAN STATEMENTS:</b>   | <b>I CAN STATEMENTS:</b>  | <b>I CAN STATEMENTS:</b>   | <b>I CAN STATEMENTS:</b>   | <b>I CAN STATEMENTS:</b>  | <b>I CAN STATEMENTS:</b>  |
| 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).<br>I can compose a piece of music using appropriate elements.                              | I can identify letter names of pitches on the grand staff (treble & bass clef).<br>I can compose a piece of music using appropriate elements. | I can identify letter names of pitches on the grand staff (treble & bass clef).<br>I can compose a piece of music using appropriate elements. |
| <b>Critical Vocabulary</b>   | <b>Critical Vocabulary</b>  | <b>Critical Vocabulary</b>   | <b>Critical Vocabulary</b>   | <b>Critical Vocabulary</b>  | <b>Critical Vocabulary</b>  |
| Dynamics<br>Pianissimo<br>Piano<br>Mezzo Piano<br>Mezzo Forte<br>Forte<br>Fortissimo   | Dynamics<br>Crescendo<br>Decrescendo  | Form<br>AB<br>ABA<br>Call and Response   | Melody<br>Treble Clef<br>Staff<br>Pitch<br>Phrase  | Melody<br>Bass Clef<br>Staff<br>Pitch<br>Phrase   | Melody<br>Grand Staff<br>Phrase   |
| <b>Suggested Strategies/Activities</b>   | <b>Suggested Strategies/Activities</b>  | <b>Suggested Strategies/Activities</b>   | <b>Suggested Strategies/Activities</b>   | <b>Suggested Strategies/Activities</b>  | <b>Suggested Strategies/Activities</b>  |
| Students will add dynamic markings to  | Students will add dynamic markings to   | Students will compose and perform a 12   | Students will identify notes on the staff in the   | Students will identify notes on the staff in the  | Students will identify notes on the grand staff.  |



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

| <b>Resources Needed</b>  | <b>Resources Needed</b>  | <b>Resources Needed</b>  | <b>Resources Needed</b>  | <b>Resources Needed</b>  | <b>Resources Needed</b>  |
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| 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   |
| Classroom instruments  | Classroom instruments  | Classroom instruments  | <i>Music Ace</i> Software<br>Classroom instruments   | <i>Music Ace</i> Software<br>Classroom instruments   | <i>Music Ace</i> Software<br>Classroom instruments   |
| <b>Higher Order Questions</b>  | <b>Higher Order Questions</b>  | <b>Higher Order Questions</b>  | <b>Higher Order Questions</b>  | <b>Higher Order Questions</b>  | <b>Higher Order Questions</b>  |
| 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   |
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| <p align="center"><b>Unit/Topic</b></p> <p align="center">Processes in the Arts</p>  | <p align="center"><b>Unit/Topic</b></p> <p align="center">Processes in the Arts</p>   |
| <p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-06-4.1: Music<br/>           AH-06-4.1.1: Students will create and notate in similar style answers to musical phrases.<br/>           AH-06-4.1.2: Students will improvise variations on given melodies.<br/>           AH-06-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.<br/>           AH-06-4.1.4: Students will use a variety of sound sources to create and perform music.<br/>           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).</p> <p align="right">DOK 2</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-6-PA-U: Enduring Knowledge –<br/>           Understandings Students will understand that:<br/>           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.<br/>           AH-6-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.<br/>           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.<br/>           AH-6-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.</p> | <p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-06-4.1: Music<br/>           AH-06-4.1.1: Students will create and notate in similar style answers to musical phrases.<br/>           AH-06-4.1.2: Students will improvise variations on given melodies.<br/>           AH-06-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.<br/>           AH-06-4.1.4: Students will use a variety of sound sources to create and perform music.<br/>           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).</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-6-PA-U: Enduring Knowledge –<br/>           Understandings Students will understand that:<br/>           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.<br/>           AH-6-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.<br/>           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.<br/>           AH-6-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.<br/>           B.AH-6-PA-S-Mu: Skills and Concepts – Music Students will:</p> |

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| <p>B.AH-6-PA-S-Mu: Skills and Concepts – Music Students will:<br/>         AH-6-PA-S-Mu1: be actively involved in creating, notating, improvising and performing music (e.g., similar style answers to musical phrases, variations on given melodies, demonstrating unity/variety, tension/release, and balance) alone and with others<br/>         AH-6-PA-S-Mu2: use knowledge of musical elements to create and perform music in an expressive manner<br/>         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)<br/>         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<br/>         AH-6-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)<br/>         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</p> |   |  | <p>AH-6-PA-S-Mu1: be actively involved in creating, notating, improvising and performing music (e.g., similar style answers to musical phrases, variations on given melodies, demonstrating unity/variety, tension/release, and balance) alone and with others<br/>         AH-6-PA-S-Mu2: use knowledge of musical elements to create and perform music in an expressive manner<br/>         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)<br/>         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<br/>         AH-6-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)<br/>         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</p> |   |   |
| <b>CURRICULUM</b>  |   |  | <b>CURRICULUM</b>  |   |   |
| <b>Week 13</b>   | <b>Week 14</b>  | <b>Week 15</b>   | <b>Week 16</b>   | <b>Week 17</b>  | <b>Week 18</b>  |
| <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>  |
| Performance  | Performance   | Performance  | Performance  | Performance   | Performance   |
| <b>I CAN STATEMENTS:</b>   | <b>I CAN STATEMENTS:</b>  | <b>I CAN STATEMENTS:</b>   | <b>I CAN STATEMENTS:</b>   | <b>I CAN STATEMENTS:</b>  | <b>I CAN STATEMENTS:</b>  |
| 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            |

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| 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.   |
| <b>Critical Vocabulary</b><br><br>Perform<br>Create<br>Critique<br>Rehearse   | <b>Critical Vocabulary</b><br><br>Perform<br>Create<br>Critique<br>Rehearse   | <b>Critical Vocabulary</b><br><br>Perform<br>Create<br>Critique<br>Rehearse   | <b>Critical Vocabulary</b><br><br>Perform<br>Create<br>Critique<br>Rehearse  | <b>Critical Vocabulary</b><br><br>Perform<br>Create<br>Critique<br>Rehearse  | <b>Critical Vocabulary</b><br><br>Perform<br>Create<br>Critique<br>Rehearse  |
| <b>Suggested Strategies/Activities</b><br><br>Present a performance for a selected audience.<br><br>Critique a performance using appropriate vocabulary.  | <b>Suggested Strategies/Activities</b><br><br>Present a performance for a selected audience.<br><br>Critique a performance using appropriate vocabulary.  | <b>Suggested Strategies/Activities</b><br><br>Present a performance for a selected audience.<br><br>Critique a performance using appropriate vocabulary.                      | <b>Strategies/Activities</b><br><br>Present a performance for a selected audience.<br><br>Critique a performance using appropriate vocabulary.   | <b>Strategies/Activities</b><br><br>Present a performance for a selected audience.<br><br>Critique a performance using appropriate vocabulary.   | <b>Strategies/Activities</b><br><br>Present a performance for a selected audience.<br><br>Critique a performance using appropriate vocabulary.   |
| <b>Balanced Assessment: Formative</b><br><br>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.<br><br><b>Summative</b> | <b>Balanced Assessment: Formative</b><br><br>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.<br><br><b>Summative</b> | <b>Balanced Assessment: Formative</b><br><br>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers. | <b>Balanced Assessment: Formative</b><br><br>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. | <b>Balanced Assessment: Formative</b><br><br>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. | <b>Balanced Assessment: Formative</b><br><br>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. |

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

| Weeks 19-21  | Weeks 22-24   |
|--|---|
| <p style="text-align: center;"><b>Unit/Topic</b></p> <p style="text-align: center;">The Elements of Music</p>  | <p style="text-align: center;"><b>Unit/Topic</b></p> <p style="text-align: center;">The Elements of Music</p>   |
| <p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p>AH-06-1.1.1 Students will identify or describe the use of elements in a variety of music.</p> <p>AH-06-1.1.3: Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</p> <p style="text-align: right;">DOK 2</p> <p style="text-align: center;"><b>Common Core Standards</b></p> <p>A.AH-6-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-6-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p>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.</p> <p>AH-6-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-6-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>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)</p> <p>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</p> <p>AH-6-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-6-SA-S-Mu4: recognize, describe and compare various styles of music</p> | <p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p>AH-06-1.1.1 Students will identify or describe the use of elements in a variety of music.</p> <p>AH-06-1.1.2: Students will identify instruments according to classifications.</p> <p>AH-06-1.1.3: Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</p> <p style="text-align: right;">DOK 2</p> <p style="text-align: center;"><b>Common Core Standards</b></p> <p>A.AH-6-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-6-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p>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.</p> <p>AH-6-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>B.AH-6-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>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)</p> <p>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</p> <p>AH-6-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> |

| (gospel, Broadway musicals, blues, popular, marches, ballads)<br>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)<br>AH-6-SA-S-Mu5: identify instruments according to classifications (family, voices, folk and orchestral instruments) |   |  |
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| CURRICULUM  |   | CURRICULUM  |  |   |  |
| Week 19   | Week 20   | Week 21   | Week 22  | Week 23   | Week 24  |
| <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>   |
| Harmony   | Harmony   | Harmony   | Instrument Timbres   | Instrument Timbres  | Vocal Timbres  |
| <b>I CAN STATEMENTS:</b>  | <b>I CAN STATEMENTS:</b>  | <b>I CAN STATEMENTS:</b>  | <b>I CAN STATEMENTS:</b>   | <b>I CAN STATEMENTS:</b>  | <b>I CAN STATEMENTS:</b>   |
| I can identify the presence of harmony (unison & parts).  | I can identify the presence of harmony (unison & parts).<br>I can identify a triad. | I can identify the presence of harmony (unison & parts).<br>I can identify a triad. | I can identify instruments families.   | I can identify instruments families.  | I can identify vocal parts.  |
| <b>Critical Vocabulary</b>  | <b>Critical Vocabulary</b>  | <b>Critical Vocabulary</b>  | <b>Critical Vocabulary</b>   | <b>Critical Vocabulary</b>  | <b>Critical Vocabulary</b>   |
| Harmony<br>Unison<br>Triad<br>Major<br>Minor  | Harmony<br>Unison<br>Triad<br>Major<br>Minor  | Harmony<br>Unison<br>Triad<br>Major<br>Minor  | Timbre (Tone Color)<br>String<br>Woodwind<br>Brass<br>Percussion<br>Orchestra<br>Folk  | Timbre (Tone Color)<br>String<br>Woodwind<br>Brass<br>Percussion<br>Orchestra<br>Folk | Timbre (Tone Color)<br>Soprano<br>Alto<br>Tenor<br>Bass                |
| <b>Suggested Strategies/Activities</b>  | <b>Suggested Strategies/Activities</b>  | <b>Suggested Strategies/Activities</b>  | <b>Suggested Strategies/Activities</b>   | <b>Suggested Strategies/Activities</b>  | <b>Suggested Strategies/Activities</b>                                 |
| 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 |



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

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

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

| of world cultures and historical periods<br>AH-6-HA-S-Mu3: examine music from various world cultures and explain how music reflects the culture, cultural beliefs, or blending of cultures; use examples to illustrate how music has directly influenced society or culture<br>AH-6-HA-S-Mu4: examine music from various time periods and explain how the influence of time and place are reflected in the music |  |  | use examples to illustrate how music has directly influenced society or culture<br>AH-6-HA-S-Mu4: examine music from various time periods and explain how the influence of time and place are reflected in the music |   |   |
|--|--|--|--|---|---|
| CURRICULUM   |  |  | CURRICULUM   |   |   |
| Week 25  | Week 26  | Week 27  | Week 28  | Week 29   | Week 30   |
| <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>                                     | <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>  |
| Latin American   | Latin American   | Latin American   | Asian  | Asian   | Asian   |
| <b>I CAN STATEMENTS:</b>   | <b>I CAN STATEMENTS:</b>   | <b>I CAN STATEMENTS:</b>                                       | <b>I CAN STATEMENTS:</b>   | <b>I CAN STATEMENTS:</b>  | <b>I CAN STATEMENTS:</b>  |
| I can explain how different cultures blended to create Latin American culture.   | I can explain how Latin American music is reflected in music of the United States. | I can explain the Spanish influence on Mexican music.          | I can explain how the isolation of a culture or region (Asian) results in a unique musical tradition.  | I can explain how the isolation of a culture or region (Asian) results in a unique musical tradition. | I can explain how the isolation of a culture or region (Asian) results in a unique musical tradition. |
| <b>Critical Vocabulary</b>   | <b>Critical Vocabulary</b>   | <b>Critical Vocabulary</b>                                     | <b>Critical Vocabulary</b>   | <b>Critical Vocabulary</b>  | <b>Critical Vocabulary</b>  |
| Clave rhythm<br>Samba<br>Salsa<br>Cha-Cha  | Clave rhythm<br>Samba<br>Salsa<br>Cha-Cha  | Clave rhythm<br>Samba<br>Salsa<br>Cha-Cha                      | Japanese koto<br>Indian sitar  | Japanese koto<br>Indian sitar   | Japanese koto<br>Indian sitar   |
| <b>Suggested Strategies/Activities</b>   | <b>Suggested Strategies/Activities</b>   | <b>Suggested Strategies/Activities</b>                         | <b>Suggested Strategies/Activities</b>   | <b>Suggested Strategies/Activities</b>  | <b>Suggested Strategies/Activities</b>  |
| 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.  |

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

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

| Weeks 31-33  | Weeks 34-36   |
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| <p align="center"><b>Unit/Topic</b></p> <p align="center">Processes in the Arts</p>  | <p align="center"><b>Unit/Topic</b></p> <p align="center">Humanities Review</p>   |
| <p align="center"><b>CORE CONTENT 4.1</b></p> <p>AH-06-4.1: Music</p> <p>AH-06-4.1.1: Students will create and notate in similar style answers to musical phrases.</p> <p>AH-06-4.1.2: Students will improvise variations on given melodies.</p> <p>AH-06-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.</p> <p>AH-06-4.1.4: Students will use a variety of sound sources to create and perform music.</p> <p>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).</p> <p align="center"><b>Common Core Standards</b></p> <p>A.AH-6-PA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>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.</p> <p>AH-6-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p>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.</p> <p>AH-6-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.</p> | <p align="center"><b>CORE CONTENT 4.1</b></p> <p>Review all previous core content 4.1 material.</p> <p align="center"><b>Common Core Standards</b></p> <p>Review all previous common core material. Add the following interrelationship standards.</p> <p>A.AH-6-IAA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-6-IAA-U-1: the arts are basic forms of human communication.</p> <p>AH-6-IAA-U-2: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.</p> <p>AH-6-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.</p> <p>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 creative solutions.</p> <p>B.AH-6-IAA-S: Skills and Concepts – Arts Students will:</p> <p>AH-6-IAA-S-1: recognize common terms and concepts used in various arts (e.g., tempo in dance and music)</p> <p>AH-6-IAA-S-2: identify communication of common themes or ideas across different art forms</p> <p>AH-6-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period</p> <p>AH-6-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)</p> |

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| <p>B.AH-6-PA-S-Mu: Skills and Concepts – Music Students will:</p> <p>AH-6-PA-S-Mu1: be actively involved in creating, notating, improvising and performing music (e.g., similar style answers to musical phrases, variations on given melodies, demonstrating unity/variety, tension/release, and balance) alone and with others</p> <p>AH-6-PA-S-Mu2: use knowledge of musical elements to create and perform music in an expressive manner</p> <p>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)</p> <p>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</p> <p>AH-6-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p>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</p> |   |  | <p>AH-6-IAA-S-5: communicate common meaning through creating and performing in the four art forms</p>   |   |   |
| <b>CURRICULUM</b>  |   |  | <b>CURRICULUM</b>   |   |   |
| <b>Week 31</b>   | <b>Week 32</b>  | <b>Week 33</b>   | <b>Week 34</b>  | <b>Week 35</b>  | <b>Week 36</b>  |
| <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>   | <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>  | <b>Identify Sub-Topics</b>  |
| <p><b>I CAN STATEMENTS:</b></p> <p>I can perform a piece of music using appropriate elements of music.</p> <p>I can critique the performance of a piece</p>  | <p><b>I CAN STATEMENTS:</b></p> <p>I can perform a piece of music using appropriate elements of music.</p> <p>I can critique the performance of a piece</p> | <p><b>I CAN STATEMENTS:</b></p> <p>I can perform a piece of music using appropriate elements of music.</p> <p>I can critique the performance of a piece of music using</p> | <p><b>I CAN STATEMENTS:</b></p> <p>I can demonstrate prior learning through a variety of mean (games, tests, etc.)</p> <p>I can identify and analyze the elements of music through the use of</p> | <p><b>I CAN STATEMENTS:</b></p> <p>I can demonstrate prior learning through a variety of mean (games, tests, etc.)</p> <p>I can identify and analyze the elements of music through the use of</p> | <p><b>I CAN STATEMENTS:</b></p> <p>I can demonstrate prior learning through a variety of mean (games, tests, etc.)</p> <p>I can identify and analyze the elements of music through the use of</p> |



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

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