## Floyd County Schools He's All About Kids

## FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

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

<b>Subject Content:</b>	Music		Grade: _	8 <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
Unit/Topic	Unit/Topic
Purposes of Music (Recreational, Ceremonial, Artistic Expression)  CORE CONTENT 4.1	The Elements of Music (Rhythm and Tempo)  CORE CONTENT 4.1
AH-08-3.1.1 Students will compare or explain how music fulfills a variety of purposes.	AH-08-1.1.1 Students will compare or evaluate the use of elements in a variety of music.
DOK 2	AH-08-1.1.3: Students will identify or compare various styles of music
Common Core Standards  A.AH-8-CA-U: Enduring Knowledge –	(gospel, Broadway musicals, blues, jazz, popular, marches, ballads).
Understandings Students will understand that:	DOK 3
AH-8-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present	Common Core Standards
issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).	A.AH-8-SA-U: Enduring Knowledge –
AH-8-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure.  AH-8-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.  B.AH-8-CA-S-Mu: Skills and Concepts – Music Students will:  AH-8-PCA-S-Mu1: compare and explain purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)	Understandings Students will understand that: AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-8-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-8-SA-U-4: existing and emerging technologies can inspire new application s of structural components. B.AH-8-SA-S-Mu: Skills and Concepts – Music Students will:

AH-8-PCA-S-Mu2: create new, listen to, choose and perform music to fulfill a v	AH-8-SA-S-Mu1: use appropriate terminology to identify and analyze the use
ariety of specific purposes	of elements in a variety of music (rhythm, tempo, melody,
	harmony, form, timbre, dynamics)
	AH-8-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-8-SA-S-Mu3: listen to and explore how changing different elements
	results in different musical effects
	AH-8-SA-S-Mu4: recognize, describe and compare various styles of music
	(gospel, Broadway musicals, blues, popular, marches, ballads)
	AH-8-SA-S-Mu5: identify and describe instruments according to classifications
	(family, voices, folk and orchestral instruments)

	CURRICULUM		CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Ceremonial	Recreational	Artistic Expression	Rhythm	Rhythm	Tempo
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can explain why a piece of music can fulfill a variety of purposes.	I can explain why a piece of music can fulfill a variety of purposes.	I can explain why a piece of music can fulfill a variety of purposes.	I can create rhythmic patterns using the following durations (whole, half, quarter, eighth, and sixteenth notes and rests, dotted quarter and dotted half notes).  I can identify time signatures (2/4, ¾, 4/4, 6/8).  I can detect syncopated rhythms.	I can create rhythmic patterns using the following durations (whole, half, quarter, eighth, and sixteenth notes and rests, dotted quarter and dotted half notes).  I can identify time signatures (2/4, ¾, 4/4, 6/8).  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	Critical Vocabulary
Culture Ceremonial Recreational Artistic Expression	Culture Ceremonial Recreational Artistic Expression	Culture Ceremonial Recreational Artistic Expression	Rhythm Duration Notes (Whole, Half, Quarter, Eighth, Sixteenth, Dotted Half, Dotted Quarter) Rests	Rhythm Duration Notes (Whole, Half, Quarter, Eighth, Sixteenth, Dotted Half, Dotted Quarter) Rests	Tempo Presto Allegro Moderato Largo

			(Whole, Half, Quarter, Eighth, Sixteenth) Time Signature Syncopation	(Whole, Half, Quarter, Eighth, Sixteenth) Time Signature Syncopation	
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Listen to a variety of music and identify the primary purpose.	Listen to a variety of music and identify the primary purpose.	Listen to a variety of music and identify the primary purpose.	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	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	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
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	tempos.  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 observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and 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)	Specific skills)	specific skills)	Specific skills)	Specific skinsj	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
open response	open response	response	openiesponse	open response	response, open response
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams will
will design the	will design the	will design the common	will design the	will design the	design the common
common assessments,	common assessments,	assessments, i.e., grade	common assessments,	common assessments,	assessments, i.e., grade
i.e., grade level, and/or	i.e., grade level, and/or	level, and/or depts)	i.e., grade level,	i.e., grade level,	level, and/or depts)
depts)	depts)	, ,	and/or depts)	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
High on Onder Occasions	High on Ondon Occasions	High an Ondan Orrastiana	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)
(byfiatilies and rottil)	(Wiclody)
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-08-1.1.1	AH-08-1.1.1
Students will compare or evaluate the use of elements in a variety of music.	Students will compare or evaluate the use of elements in a variety of music.
AH-08-1.1.3: Students will identify or compare various styles of music	AH-08-1.1.3: Students will identify or compare various styles of music (gospel, Br
(gospel, Broadway musicals, blues, jazz, popular, marches, ballads).	oadway musicals, blues, jazz, popular, marches, ballads).
(gospei, broadway musicais, blues, jazz, popular, marches, ballaus).	Oduway musicais, blues, Jazz, popular, marches, banaus).
DOK 3	DOK 3
Common Core Standards	Common Core Standards
A.AH-8-SA-U: Enduring Knowledge –	A.AH-8-SA-U: Enduring Knowledge –
Understandings Students will understand that:	Understandings Students will understand that:
AH-8-SA-U-1: the elements of music, dance and drama are intentionally	AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied
applied in creating and performing.	in creating and performing.
AH-8-SA-U-3: responding to or critiquing works of art involves an	AH-8-SA-U-3: responding to or critiquing works of art involves an understanding
understanding of elements, principles, and structures appropriate to each	of elements, principles, and structures appropriate to each area of the arts.
area of the arts.	AH-8-SA-U-4: existing and emerging technologies can inspire new applications of
AH-8-SA-U-4: existing and emerging technologies can inspire new	structural components.
applications of structural components.	B.AH-8-SA-S-Mu: Skills and Concepts – Music Students will:
B.AH-8-SA-S-Mu: Skills and Concepts – Music Students will: AH-8-SA-S-Mu1: use appropriate terminology to identify and analyze the use	AH-8-SA-S-Mu1: use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody,
of elements in a variety of music (rhythm, tempo, melody,	harmony, form, timbre, dynamics)
harmony, form, timbre, dynamics)	AH-8-SA-S-Mu2: use the elements of music while performing, singing, playing
AH-8-SA-S-Mu2: use the elements of music while performing, singing, playing	instruments, moving, listening, reading music, writing music and
instruments, moving, listening, reading music, writing music and	creating music independently and with others
creating music independently and with others	AH-8-SA-S-Mu3: listen to and explore how changing different elements results in
AH-8-SA-S-Mu3: listen to and explore how changing different elements	different musical effects
results in different musical effects	AH-8-SA-S-Mu4: recognize, describe and compare various styles of music (gospel,
AH-8-SA-S-Mu4: recognize, describe and compare various styles of music	Broadway musicals, blues, popular, marches, ballads)

(gospel, Broadway musicals, blues, popular, marches, ballads) AH-8-SA-S-Mu5: identify and describe instruments according to classifications (family, voices, folk and orchestral instruments)		AH-8-SA-S-Mu5: identify and describe 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	I can aurally identify	I can classify a variety	I can create melodic	I can create melodic	I can create melodic	
dynamic levels in a given	dynamic levels in a	of music into	patterns using the	patterns using the pitches	patterns using the	
piece of music (pp, p,	given piece of music	appropriate forms (AB,	pitches on the grand	on the grand staff (treble	pitches on the grand	
mp, mf, f, ff, crescendo,	(pp, p, mp, mf, f, ff,	ABA, and call &	staff (treble & bass clef).	& bass clef).	staff (treble & bass clef).	
decrescendo).	crescendo,	response).				
	decrescendo).		I can compose a piece of	I can compose a piece of	I can compose a piece of	
			music using appropriate	music using appropriate	music using appropriate	
			elements.	elements.	elements.	
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	
Dynamics	Dynamics	Form	Melody	Melody	Melody	
Pianissimo	Pianissimo	AB	Treble Clef	Bass Clef	Bass Clef	
Piano	Piano	ABA	Staff	Staff	Staff	
Mezzo Piano	Mezzo Piano	Call and Response	Pitch	Pitch	Pitch	
Mezzo Forte	Mezzo Forte		Phrase	Phrase	Phrase	
Forte	Forte					
Fortissimo	Fortissimo					
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested	
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	
Students will add	Students will add	Students will compose	Students will identify	Students will perform a	Students will create and	
dynamic markings to	dynamic markings to	and perform a 12	notes on the grand staff.	two measure melodic	notate a two measure	
previously composed	previously composed	measure rhythmic		pattern.	melodic pattern.	
rhythm patterns and	rhythm patterns and	piece in ABA form.	Students will draw given			

perform those rhythms	perform those rhythms		notes on the grand staff.		Students will perform
while observing the	while observing the	Students will listen to a			their two measure
dynamic markings.	dynamic markings.	variety of music and			melodic pattern.
		identify the form of			
Students will listen to a	Students will listen to a	each piece.			
variety of music and	variety of music and				
identify the dynamics	identify the dynamics				
being used.	being used.				
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
All County Choir program –	All County Choir program –	All County Choir program –	Veteran's Day program –	Veteran's Day program –	Veteran's Day program –
Preparation for the	Preparation for the	Preparation for the	Preparation for the	Preparation for the	Preparation for the
performance would be formative with a written/oral	performance would be formative with a	performance would be formative with a	performance would be formative with a written/oral	performance would be formative with a written/oral	performance would be formative with a written/oral
critique by performers and	written/oral critique by	written/oral critique by	critique by performers and	critique by performers and	critique by performers and
observers.	performers and observers.	performers and observers.	observers.	observers.	observers.
Summative	Summative	Summative	Summative	Summative	Summative
School specific performance	School specific performance	School specific performance	All County Choir program –	All County Choir program –	All County Choir program –
(SBDM, PTO, PTA, BOE, etc.) –	(SBDM, PTO, PTA, BOE, etc.)	(SBDM, PTO, PTA, BOE, etc.)	Performance would be	Performance would be	Performance would be
Performance would be summative with a	Performance would be summative with a	Performance would be summative with a	summative with a	summative with a written/oral	summative with a
written/oral critique by	written/oral critique by	written/oral critique by	written/oral critique by performers and observers.	critique by performers and observers.	written/oral critique by performers and observers.
performers and observers.	performers and observers.	performers and observers.	performers and observers.	observers.	periormers and observers.
			Common (PLC Teams	Common (PLC Teams will	Common (PLC Teams
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	will design the common	design the common	will design the common
will design the common	will design the	will design the	assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade
assessments, i.e., grade	common assessments,	common assessments,	level, and/or depts)	level, and/or depts)	level, and/or depts)
level, and/or depts)	i.e., grade level,	i.e., grade level,			
	and/or depts)	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
. Show one will ob		. s.res o s.re arra os o			
KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit

| 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-08-4.1: Music	AH-08-4.1: Music
AH-08-4.1.1: Students will create and notate in similar style answers to	AH-08-4.1.1: Students will create and notate in similar style answers to
musical phrases.	musical phrases.
AH-08-4.1.2: Students will improvise variations on given melodies.	AH-08-4.1.2: Students will improvise variations on given melodies.
AH-08-4.1.3: Students will compose and notate short pieces of music	AH-08-4.1.3: Students will compose and notate short pieces of music
demonstrating unity/variety, tension/release and balance.	demonstrating unity/variety, tension/release and balance.
AH-08-4.1.4: Students will use a variety of sound sources to create and	AH-08-4.1.4: Students will use a variety of sound sources to create and
perform music.	perform music.
AH-08-4.1.5: Students will sing or play alone and sustain own part in an	AH-08-4.1.5: Students will sing or play alone and sustain own part in an
ensemble, a given piece of music with increasingly complex melodies	ensemble, a given piece of music with increasingly complex melodies
and rhythmic patterns in treble and bass clef (with practice).	and rhythmic patterns in treble and bass clef (with practice).
DOK 3	DOK 3
Common Core Standards	Common Core Standards
A.AH-8-PA-U: Enduring Knowledge –	A.AH-8-PA-U: Enduring Knowledge –
Understandings Students will understand that:	Understandings Students will understand that:
AH-8-PA-U-1: there are three distinct processes for involvement in the arts;	AH-8-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and
creating new artworks, performing works previously created and responding to artworks and performances.	responding to artworks and performances.
AH-8-PA-U-2: full understanding and appreciation of the arts requires some	AH-8-PA-U-2: full understanding and appreciation of the arts requires some
degree of involvement in all three processes.	degree of involvement in all three processes.
AH-8-PA-U-3: openness, respect for work and an understanding of how artists	AH-8-PA-U-3: openness, respect for work and an understanding of how artists
apply elements and principles of design in creating and performing	apply elements and principles of design in creating and performing
are personal attitudes and skills that enhance enjoyment of the observer.	are personal attitudes and skills that enhance enjoyment of the observer.
AH-8-PA-U-4: existing and emerging technologies can extend the reach of the	AH-8-PA-U-4: existing and emerging technologies can extend the reach of the
art form to new audiences.	art form to new audiences.
B.AH-8-PA-S-Mu: Skills and Concepts – Music Students will:	B.AH-8-PA-S-Mu: Skills and Concepts – Music Students will:
AH-8-PA-S-Mu1: be actively involved in creating, notating, improvising and	AH-8-PA-S-Mu1: be actively involved in creating, notating, improvising and

			1		
performing music (e.g., s	imilar style answers to mu	sical phrases,	performing music (e.g., similar style answers to musical phrases,		
variations on given melo	dies, demonstrating unity/	variety, tension/release,	variations on given melodies, demonstrating unity/variety, tension/release,		
and balance) alone and v	vith others		and balance) alone and wi	th others	
AH-8-PA-S-Mu2: use kno	wledge of musical elemen	ts and a variety of sound	AH-8-PA-S-Mu2: use know	ledge of musical elements	and a variety of sound
sources to create and pe	rform music in an expressi	ve manner	sources to create and perf	orm music in an expressiv	e manner
AH-8-PA-S-Mu3: sing or p	olay alone and with others	examples of music with	AH-8-PA-S-Mu3: sing or pl	ay alone and with others e	xamples of music with
increasingly complex me	lodies and rhythmic patter	ns in treble and	increasingly complex melo	dies and rhythmic pattern	s in treble and
bass clef (with practice)			bass clef (with practice)		
AH-8-PA-S-Mu4: use kno	wledge of the elements of	music and music	AH-8-PA-S-Mu4: use knowledge of the elements of music and music		
terminology to describe	and critique their own per	formances and the	terminology to describe ar	nd critique their own perfo	rmances and the
performances of others			performances of others		
AH-8-PA-S-Mu5: identify	and apply criteria for eval	uating music (e.g., skill of	AH-8-PA-S-Mu5: identify a	nd apply criteria for evalua	ating music (e.g., skill of
performers, originality, e	motional impact, variety, i	interest)	performers, originality, emotional impact, variety, interest)		
AH-8-PA-S-Mu6: demons	trate behavior appropriate	e for observing the	AH-8-PA-S-Mu6: demonstrate behavior appropriate for observing the		
particular context and st	yle of music being perform	ned; discuss opinions	particular context and style of music being performed; discuss opinions		
with peers in a supportiv	e and constructive way		with peers in a supportive and constructive way		
	CURRICULUM		CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18

The peers in a support are and constructive may			with peers in a supportive and constructive 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	Peformance	Peformance	Performance	Peformance	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	
I can perform a piece	I can perform a piece	I can perform a piece of	I can perform a piece of	I can perform a piece of	I can perform a piece of	
of music using	of music using	music using appropriate	music using appropriate	music using	music using appropriate	
appropriate elements	appropriate elements	elements of music.	elements of music.	appropriate elements	elements of music.	
of music.	of music.			of music.		
		I can critique the	I can critique the		I can critique the	
I can critique the	I can critique the	performance of a piece of	performance of a piece	I can critique the	performance of a piece	
performance of a piece	performance of a piece	music using appropriate	of music using	performance of a piece	of music using	
of music using	of music using	elements of music.	appropriate elements of	of music using	appropriate elements of	
appropriate elements	appropriate elements		music.	appropriate elements	music.	
of music.	of music.			of music.		
<b>Critical Vocabulary</b>	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	

Perform	Perform	Perform	Perform	Perform	Perform
Create	Create	Create	Create	Create	Create
Critique	Critique	Critique	Critique	Critique	Critique
Rehearse	Rehearse	Rehearse	Rehearse	Rehearse	Rehearse
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Strategies/Activities	Strategies/ Activities	Strategies/ Activities	Strategies/ Activities	Strategies/ Activities	Strategies/ Activities
Present a performance	Present a performance	Present a performance for	Present a performance	Present a performance	Present a performance
for a selected	for a selected	a selected audience.	for a selected audience.	for a selected	for a selected audience.
audience.	audience.	a selected addictice.	Tor a selected addictice.	audience.	Tor a selected addictice.
addience.	addience.	Critique a performance	Critique a performance	addience.	Critique a performance
Critique a performance	Critique a performance	using appropriate	using appropriate	Critique a performance	using appropriate
using appropriate	using appropriate	vocabulary.	vocabulary.	using appropriate	vocabulary.
vocabulary.	vocabulary.	vocabulary.	Vocabulary.	vocabulary.	vocabulary.
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Formative	Formative	Formative	Formative	Formative	Formative
Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	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	Summative	Summative			
			Summative	Summative	Summative
Veteran's Day program – Performance would be summative with a written/oral critique by performers and observers.	Veteran's Day program – Performance would be summative with a written/oral critique by performers and observers.	Veteran's Day program – Performance would be summative with a written/oral critique by performers and observers.	Christmas program – Performance would be summative with a written/oral critique by performers and observers.	Christmas program – Performance would be summative with a written/oral critique by performers and observers.	Christmas program – Performance would be summative with a written/oral critique by performers and observers.
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams will	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams
will design the	will design the	design the common	will design the common	will design the	will design the common
common assessments,	common assessments,	assessments, i.e., grade	assessments, i.e., grade	common assessments,	assessments, i.e., grade
i.e., grade level,	i.e., grade level,	level, and/or depts)	level, and/or depts)	i.e., grade level,	level, and/or depts)
and/or depts)	and/or depts)			and/or depts)	

Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Making Music –	Making Music –	Making Music – Textbooks	Making Music –	Making Music –	Making Music –
Textbooks and CD's	Textbooks and CD's	and CD's	Textbooks and CD's	Textbooks 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
Evaluate the song we have	Evaluate the song we have	Evaluate the song we have been	Evaluate the song we have	Evaluate the song we have	Evaluate the song we have
been singing in class using	been singing in class using	singing in class using an oral or	been singing in class using an	been singing in class using	been singing in class using an
an oral or written peer	an oral or written peer	written peer review critique.	oral or written peer review	an oral or written peer	oral or written peer review
review critique.	review critique.		critique.	review critique.	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-08-1.1.1 Students will compare or evaluate the use of elements in a variety of music. AH-08-1.1.3: Students will identify or compare various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).  DOK 3	AH-08-1.1.1 Students will compare or evaluate the use of elements in a variety of music.  AH-08-1.1.2: Students will identify instruments according to classifications.  AH-08-1.1.3: Students will identify or compare various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).
Common Core Standards  A.AH-8-SA-U: Enduring Knowledge — Understandings Students will understand that: AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-8-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-8-SA-U-4: existing and emerging technologies can inspire new applications of structural components B.AH-8-SA-S-Mu: Skills and Concepts — Music Students will: AH-8-SA-S-Mu1: use appropriate terminology to identify and analyze the use	Common Core Standards  A.AH-8-SA-U: Enduring Knowledge — Understandings Students will understand that: AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-8-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-8-SA-U-4: existing and emerging technologies can inspire new applications of structural components B.AH-8-SA-S-Mu: Skills and Concepts — Music Students will:
of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics)  AH-8-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-8-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects  AH-8-SA-S-Mu4: recognize, describe and compare various styles of music	AH-8-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-8-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-8-SA-S-Mu3: listen to and explore how changing different elements

(gospel, Broadway musicals, blues, popular, marches, ballads)		results in different musical effects					
AH-8-SA-S-Mu5: identify	and describe instruments	according to	AH-8-SA-S-Mu4: recognize, describe and compare various styles of music				
classifications (family, vo	ices, folk and orchestral in	struments)	(gospel, Broadway musicals, blues, popular, marches, ballads)				
			AH-8-SA-S-Mu5: identify	and describe instruments a	ccording to		
			classifications (family, voices, folk and orchestral instruments)				
	CURRICULUM			CURRICULUM	·		
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	Instrumental Timbres	Instrumental Timbres	Vocal Timbres		
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:		
I can categorize	I can categorize	I can categorize	I can classify	I can classify	I can aurally classify vocal		
harmony (unison &	harmony (unison &	harmony (unison &	instruments into	instruments into	parts.		
parts).	parts).	parts).	appropriate families.	appropriate families.	pa. co.		
p. 3. 35/.	pu. 15).	I can categorize triads					
I can categorize triads	I can categorize triads	into major and minor.					
into major and minor.	into major and minor.						
mico major ana mmon	mico major ana mmon						
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary		
Harmony	Harmony	Harmony	Timbre (Tone Color)	Timbre (Tone Color)	Timbre (Tone Color)		
Unison	Unison	Unison	String	String	Soprano		
Triad	Triad	Triad	Woodwind	Woodwind	Alto		
Major	Major	Major	Brass	Brass	Tenor		
Minor	Minor	Minor	Percussion	Percussion	Bass		
			Orchestra	Orchestra			
			Folk	Folk			
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested		
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities		
Students will listen to a	Students will listen to a	Students will listen to a	Students will listen to a	Students will listen to a	Students will listen to a		
variety of music and	variety of music and	variety of music and	variety of music and	variety of music and	variety of music and		

identify whether the music contains harmony.  Students will identify triads in root position.	identify whether the music contains harmony.  Students will identify triads in root position.	identify major and minor tonalities.  Students will construct triads in root position.	identify the instrument families heard.  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.	identify the instrument families heard.  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.	identify the vocal part heard.
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
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.	All County band – Preparation for the performance would be formative with a written/oral critique by performers and observers.	All County band – Preparation for the performance would be formative with a written/oral critique by performers and observers.	All County band – Preparation for the performance would be formative with a written/oral critique by performers and observers.
Summative	Summative	Summative	Summative	Summative	Summative
Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)
Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response  Common (PLC Teams will
Common (PLC Teams will design the	Common (PLC Teams will design the	Common (PLC Teams will design the common	Common (PLC Teams will design the common assessments, i.e., grade	Common (PLC Teams will design the common assessments, i.e., grade	design the common assessments, i.e., grade level, and/or depts)

common assessments, i.e., grade level, and/or depts)	common assessments, i.e., grade level, and/or depts)	assessments, i.e., grade level, and/or depts)	level, and/or depts)	level, and/or depts)	
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Making Music – Textbooks and CD's KET Arts Toolkit Music Ace Software Classroom instruments	Making Music – Textbooks and CD's KET Arts Toolkit Music Ace Software Classroom instruments	Making Music – Textbooks and CD's KET Arts Toolkit Music Ace Software Classroom instruments	Making Music – Textbooks and CD's KET Arts Toolkit Music Ace Software Classroom instruments	Making Music – Textbooks and CD's KET Arts Toolkit Music Ace Software Classroom instruments	Making Music – Textbooks and CD's KET Arts Toolkit Music Ace Software 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 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 25-27	Weeks 28-30
Unit/Topic	Unit/Topic
Cultures/Periods (Colonial American)	Cultures/Periods (West African)
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-08-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music.  DOK 3	AH-08-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music.  DOK 3
Early American through Civil War - European influence on American music (e.g., Baroque [Bach, Handel], Classical [Mozart, Beethoven] their influence on Early American music) (e.g., European folk/Early American folk, common musical instruments, etc.)  Common Core Standards  A.AH-8-HA-U: Enduring Knowledge —  Understandings Students will understand that:  AH-8-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.  AH-8-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.  AH-8-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.  B.AH-8-HA-S-Mu: Skills and Concepts — Music Students will:  AH-8-HA-S-Mu1: describe and analyze distinguishing characteristics of music representing a variety of world cultures and time periods (Early American through Civil War)  AH-8-HA-S-Mu2: listen to, perform and classify music representing a variety of world cultures and historical periods  AH-8-HA-S-Mu3: examine music from various world cultures and explain how music reflects the culture, cultural beliefs or blending of cultures;	African influence in American music resulting from the importation of slaves from West Africa  African American work songs, gospel and spirituals, the use of elements of music to create new styles (e.g., call and response, polyrhythms, improvisation), the development of new American instruments such as the banjo  Common Core Standards  A.AH-8-HA-U: Enduring Knowledge –  Understandings Students will understand that:  AH-8-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.  AH-8-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.  AH-8-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.  B.AH-8-HA-S-Mu: Skills and Concepts – Music Students will:  AH-8-HA-S-Mu1: describe and analyze distinguishing characteristics of music representing a variety of world cultures and time periods (Early American through Civil War)  AH-8-HA-S-Mu2: listen to, perform and classify music representing a variety of

•	e how music has directly in	ifluenced society or	world cultures and historical periods			
culture		AH-8-HA-S-Mu3: examine music from various world cultures and explain				
	AH-8-HA-S-Mu4: examine music from various time periods and explain how		how music reflects the culture, cultural beliefs or blending of cultures;			
	d place are reflected in the	music (e.g.,		how music has directly influ	uenced society or	
(African influence in Ame	erican music)		culture			
			AH-8-HA-S-Mu4: examine	e music from various time pe	riods and explain how the	
			influence of time and place	ce are reflected in the music	(e.g.,	
			(African influence in Ame	rican music)		
	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	
European Influence	European Influence	European Influence	West African	West African	West African	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS: I can explain the	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	
I can explain the	I can explain the	European influence on	I can explain the West	I can explain the West	I can explain the West	
European influence on	European influence on	music in Colonial	African influence on	African influence on	African influence on	
music in Colonial	music in Colonial	America.	American music.	American music.	American music.	
America.	America.					
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	
Baroque	Baroque	Baroque	Work songs	Work songs	Work songs	
Bach	Bach	Bach	Gospels	Gospels	Gospels	
Handel	Handel	Handel	Spirituals	Spirituals	Spirituals	
Classical	Classical	Classical	Call & Response	Call & Response	Call & Response	
Mozart	Mozart	Mozart	Polyrhythm	Polyrhythm	Polyrhythm	
Beethoven	Beethoven	Beethoven	Improvisation	Improvisation	Improvisation	
			Banjo	Banjo	Banjo	
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested	
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	
Listen to, recognize and	Listen to, recognize and	Listen to, recognize and	Listen to, recognize and	Listen to, recognize and	Listen to, recognize and	

respond to music from	respond to music from	respond to music from	respond to music from	respond to music from
other cultures.	other cultures.	other cultures.	other cultures.	other cultures.
			Perform music from this	Perform music from this
this culture.	this culture.	culture.	culture.	culture.
				Divide students into
	_ , _ , _ ,			groups. Each group will
·	=	•	•	research, create and
•		, -	•	present through
• •	• •	• •	• •	PowerPoints, posters and
and demonstrations.	and demonstrations.	and demonstrations.	demonstrations.	demonstrations.
Dalamand Assassment	Dalamand Assassment	Dalamand Assassments	Dalamand Assessment	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative
Annual school wide musical  – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical  – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	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
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)
	other cultures.  Perform music from this culture.  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.  Summative  Juried events (KMEA Solo & ensemble, all county art, etc.) – 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,	other cultures.  Perform music from this culture.  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.  Summative  Juried events (KMEA Solo & ensemble, all county art, etc.) – 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,	other cultures.  Perform music from this culture.  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.  Summative  Juried events (KMEA Solo & ensemble, all county art, etc.) – 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,  Join de 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.  Summative  Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.  Summative  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	other cultures.  Perform music from this culture.  Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.  Balanced Assessment: Formative  Annual school wide musical Performance would be formative with a written/oral critique by performers and observers.  Summative  Juried events (KMEA Solo & ensemble, all county art, etc.) - 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, solo & ensemble, all county art, etc.) and common assessments, i.e., grade level, sologan and sevents into groups. Each group will groups. Each group will groups. Each group will research, create and present through perform with a culture.  Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.  Balanced Assessment: Formative  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  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)

Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Making Music –	Making Music –	Making Music –	Making Music –	Making Music –	Making Music – Textbooks
Textbooks and CD's	Textbooks and CD's	Textbooks and CD's	Textbooks and CD's	Textbooks and CD's	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
, , , , , , , , , , , , , , , , , , , ,					
Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the
performances of different	performances of different	performances of different	performances of different	performances of different	performances of different
cultures and time periods.	cultures and time periods.	cultures and time periods.	cultures and time periods.	cultures and time periods.	cultures and time periods.

musical phrases. AH-08-4.1.2: Students will improvise variations on given melodies. AH-08-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance. AH-08-4.1.4: Students will use a variety of sound sources to create and perform music. AH-08-4.1.5: Students will use a variety of sound sources to create and perform music. AH-08-4.1.5: 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 3  Common Core Standards  A.AH-8-PA-U: Enduring Knowledge —  Understandings Students will understand that: AH-8-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-8-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-8-PA-U-3: openness, respect for work and an understanding of how artists	Weeks 31-33	Weeks 34-36
CORE CONTENT 4.1  AH-08-4.1.1: Music  AH-08-4.1.2: Students will create and notate in similar style answers to musical phrases.  AH-08-4.1.3: Students will improvise variations on given melodies.  AH-08-4.1.4: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.  AH-08-4.1.4: Students will use a variety of sound sources to create and perform music.  AH-08-4.1.5: Students will use a variety of sound sources to create and perform music.  AH-08-4.1.5: 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 3  Common Core Standards  A.AH-8-PA-U: Enduring Knowledge —  Understandings Students will understand that:  AH-3-IAA-U-3: the arts are basic forms of human communication.  AH-3-IAA-U-3: the arts are basic forms of human common cultu and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.  AH-3-IAA-U-3: the arts provide forms of non-verbal communication that car strengthen the presentation of ideas and emotions.  AH-8-IAA-U-4: the modes of thinking and methods of the arts disciplines ca used to illuminate situations in other disciplines that require creative solutions.  B.AH-8-IAA-S-1: recognize and discuss common terms and concepts used in various arts (e.g., tempo in dance and music)  AH-8-IAA-S-2: identify communication of common themes or ideas across different art forms  AH-8-IAA-S-3: identify and explain connections between and among different art forms  AH-8-IAA-S-3: identify and explain connections between and among different processes.	Unit/Topic	Unit/Topic
AH-08-4.1: Music AH-08-4.1.1: Students will create and notate in similar style answers to musical phrases. AH-08-4.1.2: Students will improvise variations on given melodies. AH-08-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance. AH-08-4.1.5: Students will use a variety of sound sources to create and perform music. AH-08-4.1.5: 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 3  Common Core Standards  A.AH-8-PA-U-1: the arts are basic forms of human communication. AH-8-IAA-U-2: music, dance, drama and visual art created in common cultu and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings. AH-8-IAA-U-3: the arts provide forms of non-verbal communication that care strengthen the presentation of ideas and emotions. AH-8-IAA-U-4: the modes of thinking and methods of the arts disciplines care used to illuminate situations in other disciplines that require creative solutions. B.AH-8-IAA-S-1: recognize and discuss common terms and concepts used in various arts (e.g., tempo in dance and music) AH-8-IAA-S-2: identify communication of common themes or ideas across different art forms AH-8-PA-U-3: openness, respect for work and an understanding of how artists AH-8-PA-U-3: openness, respect for work and an understanding of how artists	Processes in the Arts	Yearly Review
AH-08-4.1.1: Students will create and notate in similar style answers to musical phrases. AH-08-4.1.2: Students will improvise variations on given melodies. AH-08-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance. AH-08-4.1.4: Students will use a variety of sound sources to create and perform music. AH-08-4.1.5: 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 3  Common Core Standards  A.AH-8-PA-U: Enduring Knowledge — Understandings Students will understand that: AH-8-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-8-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-8-PA-U-3: openness, respect for work and an understanding of how artists  AH-8-PA-U-3: openness, respect for work and an understanding of how artists	CORE CONTENT 4.1	
AH-8-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and social studies, shall be school for the arts and concepts – Music Students will:  AH-8-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and social studies, ship in visual art and mathematics, dance and a healthy lifestyle,	AH-08-4.1.1: Students will create and notate in similar style answers to musical phrases.  AH-08-4.1.2: Students will improvise variations on given melodies.  AH-08-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.  AH-08-4.1.4: Students will use a variety of sound sources to create and perform music.  AH-08-4.1.5: 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 3  Common Core Standards  A.AH-8-PA-U: Enduring Knowledge —  Understandings Students will understand that:  AH-8-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-8-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.  AH-8-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-8-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.	Common Core Standards  Review all previous common core material. Add the following interrelationship shandards.  A.AH-8-IAA-U: Enduring Knowledge — Understandings Students will understand that: AH-8-IAA-U-1: the arts are basic forms of human communication. AH-8-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. AH-8-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions. AH-8-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. B.AH-8-IAA-S: Skills and Concepts — Arts Students will: AH-8-IAA-S-1: recognize and discuss common terms and concepts used in various arts (e.g., tempo in dance and music) AH-8-IAA-S-2: identify communication of common themes or ideas across different art forms AH-8-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period AH-8-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

variations on given melodies, demonstrating unity/variety, tension/release, and balance) alone and with others  AH-8-PA-S-Mu2: use knowledge of musical elements and a variety of sound sources to create and perform music in an expressive manner  AH-8-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-8-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-8-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)  AH-8-PA-S-Mu6: demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions				in the four art forms			
	with peers in a supportive	with peers in a supportive and constructive way  CURRICULUM			CURRICULUM		
	Week 31 Week 32 Week 33		Week 34	Week 35	Week 36		
		WCCK 52	11001100	TO COIL O	WCCK 33	WCCK 50	
	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	
	Identify	Identify	Identify	Identify	Identify	Identify	

technology.

appropriate elements

of music.

performing music (e.g., similar style answers to musical phrases,

appropriate elements of

music.

appropriate elements of

music.

technology.

AH-8-IAA-S-5: communicate common meaning through creating and performing

technology.

Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	I can identify and analyze cultures/periods and purposes of music through the use of technology.  Critical Vocabulary	I can identify and analyze cultures/periods and purposes of music through the use of technology.  Critical Vocabulary	I can identify and analyze cultures/periods and purposes of music through the use of technology.  Critical Vocabulary
Perform Create Critique Rehearse	Perform Create Critique Rehearse	Perform Create Critique Rehearse	See all previous vocabulary.	See all previous vocabulary.	See all previous vocabulary.
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
Critique a performance using appropriate vocabulary.	Critique a performance using appropriate vocabulary.	Critique a performance using appropriate vocabulary.	content. http://www.superteach ertools.com/jeopardyx/ http://www.superteach ertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteach ertools.com/index.php	content.  http://www.superteach ertools.com/jeopardyx/ http://www.superteach ertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteach ertools.com/index.php	content. http://www.superteach ertools.com/jeopardyx/ http://www.superteach ertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteach 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 prep – Preparation for the	School wide video for test prep – Preparation for the	School wide video for test prep – Preparation for the	Performance Based (Student demonstrates	Performance Based (Student demonstrates	Performance Based (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	critique by performers and	critique by performers and	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple
observers.	observers.	observers.	choice, constructed	choice, constructed	choice, constructed
			-	•	·
			response, open response	response, open response	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	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams
will design the common	will design the common	will design the	will design the common	will design the common	will design the common
assessments, i.e., grade	assessments, i.e., grade	common assessments,	assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade
level, and/or depts)	level, and/or depts)	i.e., grade level, and/or	level, and/or depts)	level, and/or depts)	level, and/or depts)
		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.	1	I	l l