



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

Subject Content: Music

Grade: 8th



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
<p align="center">Unit/Topic</p> <p align="center">Purposes of Music (Recreational, Ceremonial, Artistic Expression)</p>	<p align="center">Unit/Topic</p> <p align="center">The Elements of Music (Rhythm and Tempo)</p>
<p align="center">CORE CONTENT 4.1</p> <p>AH-08-3.1.1 Students will compare or explain how music fulfills a variety of purposes. DOK 2</p> <p align="center">Common Core Standards</p> <p>A.AH-8-CA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-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). 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)</p>	<p align="center">CORE CONTENT 4.1</p> <p>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</p> <p align="center">Common Core Standards</p> <p>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:</p>

<p>AH-8-PCA-S-Mu2: create new, listen to, choose and perform music to fulfill a variety of specific purposes</p>	<p>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)</p> <p>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</p> <p>AH-8-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-8-SA-S-Mu4: recognize, describe and compare various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads)</p> <p>AH-8-SA-S-Mu5: identify and describe instruments according to classifications (family, voices, folk and orchestral instruments)</p>
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CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics Ceremonial	Identify Sub-Topics Recreational	Identify Sub-Topics Artistic Expression	Identify Sub-Topics Rhythm	Identify Sub-Topics Rhythm	Identify Sub-Topics Tempo
I CAN STATEMENTS: I can explain why a piece of music can fulfill a variety of purposes.	I CAN STATEMENTS: I can explain why a piece of music can fulfill a variety of purposes.	I CAN STATEMENTS: I can explain why a piece of music can fulfill a variety of purposes.	I CAN STATEMENTS: 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 STATEMENTS: 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 STATEMENTS: I can categorize music into a variety of tempi (largo, moderato, allegro, & presto).
Critical Vocabulary Culture Ceremonial Recreational Artistic Expression	Critical Vocabulary Culture Ceremonial Recreational Artistic Expression	Critical Vocabulary Culture Ceremonial Recreational Artistic Expression	Critical Vocabulary Rhythm Duration Notes (Whole, Half, Quarter, Eighth, Sixteenth, Dotted Half, Dotted Quarter) Rests	Critical Vocabulary Rhythm Duration Notes (Whole, Half, Quarter, Eighth, Sixteenth, Dotted Half, Dotted Quarter) Rests	Critical Vocabulary 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 tempos.
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: 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.

<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i></p>	<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i></p>	<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i></p>	<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i></p>	<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i></p>	<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><i>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</i></p>
<p align="center">Resources Needed</p> <p><i>Making Music - Textbooks and CD's</i></p> <p>KET Arts Toolkit</p> <p>Videos</p>	<p align="center">Resources Needed</p> <p><i>Making Music - Textbooks and CD's</i></p> <p>KET Arts Toolkit</p> <p>Videos</p>	<p align="center">Resources Needed</p> <p><i>Making Music - Textbooks and CD's</i></p> <p>KET Arts Toolkit</p> <p>Videos</p>	<p align="center">Resources Needed</p> <p>Music Ace 2 Software</p> <p>Making Music – Textbooks and CD's</p> <p>KET Arts Toolkit</p> <p>Classroom instruments</p>	<p align="center">Resources Needed</p> <p>Music Ace 2 Software</p> <p>Making Music – Textbooks and CD's</p> <p>KET Arts Toolkit</p> <p>Classroom instruments</p>	<p align="center">Resources Needed</p> <p>Music Ace 2 Software</p> <p>Making Music – Textbooks and CD's</p> <p>KET Arts Toolkit</p> <p>Classroom instruments</p>
<p align="center">Higher Order Questions</p> <p>Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.</p>	<p align="center">Higher Order Questions</p> <p>Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.</p>	<p align="center">Higher Order Questions</p> <p>Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.</p>	<p align="center">Higher Order Questions</p> <p>Analyze the song we have been singing in class, explaining how two elements of music are utilized.</p>	<p align="center">Higher Order Questions</p> <p>Analyze the song we have been singing in class, explaining how two elements of music are utilized.</p>	<p align="center">Higher Order Questions</p> <p>Analyze the song we have been singing in class, explaining how two elements of music are utilized.</p>

Weeks 7-9	Weeks 10-12
<p align="center">Unit/Topic</p> <p align="center">The Elements of Music (Dynamics and Form)</p>	<p align="center">Unit/Topic</p> <p align="center">The Elements of Music (Melody)</p>
<p align="center">CORE CONTENT 4.1</p> <p>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).</p> <p align="right">DOK 3</p> <p align="center">Common Core Standards</p> <p>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 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</p>	<p align="center">CORE CONTENT 4.1</p> <p>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).</p> <p align="right">DOK 3</p> <p align="center">Common Core Standards</p> <p>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 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)</p>

(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 Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Dynamics	Dynamics	Form	Melody	Melody	Melody
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can aurally identify dynamic levels in a given piece of music (pp, p, mp, mf, f, ff, crescendo, decrescendo).	I can aurally identify dynamic levels in a given piece of music (pp, p, mp, mf, f, ff, crescendo, decrescendo).	I can classify a variety of music into appropriate forms (AB, ABA, and call & response).	I can create melodic patterns using the pitches on the grand staff (treble & bass clef). I can compose a piece of music using appropriate elements.	I can create melodic patterns using the pitches on the grand staff (treble & bass clef). I can compose a piece of music using appropriate elements.	I can create melodic patterns using the pitches on the grand staff (treble & bass clef). I can compose a piece of music using appropriate elements.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Dynamics Pianissimo Piano Mezzo Piano Mezzo Forte Forte Fortissimo	Dynamics Pianissimo Piano Mezzo Piano Mezzo Forte Forte Fortissimo	Form AB ABA Call and Response	Melody Treble Clef Staff Pitch Phrase	Melody Bass Clef Staff Pitch Phrase	Melody Bass Clef Staff Pitch Phrase
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Students will add dynamic markings to previously composed rhythm patterns and	Students will add dynamic markings to previously composed rhythm patterns and	Students will compose and perform a 12 measure rhythmic piece in ABA form.	Students will identify notes on the grand staff. Students will draw given	Students will perform a two measure melodic pattern.	Students will create and notate a two measure melodic pattern.

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

Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments	Classroom instruments
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Analyze the song we have been singing in class, explaining how two elements of music are utilized.	Analyze the song we have been singing in class, explaining how two elements of music are 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
<p align="center">Unit/Topic</p> <p align="center">Processes in the Arts</p>	<p align="center">Unit/Topic</p> <p align="center">Processes in the Arts</p>
<p align="center">CORE CONTENT 4.1</p> <p>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-08-4.1.4: 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).</p> <p align="right">DOK 3</p> <p align="center">Common Core Standards</p> <p>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. 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</p>	<p align="center">CORE CONTENT 4.1</p> <p>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-08-4.1.4: 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).</p> <p align="right">DOK 3</p> <p align="center">Common Core Standards</p> <p>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. 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</p>

<p>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-8-PA-S-Mu2: use knowledge of musical elements and a variety of sound sources to create and perform music in an expressive manner</p> <p>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)</p> <p>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</p> <p>AH-8-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p>AH-8-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>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-8-PA-S-Mu2: use knowledge of musical elements and a variety of sound sources to create and perform music in an expressive manner</p> <p>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)</p> <p>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</p> <p>AH-8-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p>AH-8-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>		
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Performance	Performance	Performance	Performance	Performance	Performance
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
<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 appropriate elements of music.</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 appropriate elements of music.</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 appropriate elements of music.</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 appropriate elements of music.</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 appropriate elements of music.</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 appropriate elements of music.</p>
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary

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

Resources Needed	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
Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.	Evaluate the song we have been singing in class using an oral or written peer review critique.

Weeks 19-21	Weeks 22-24
<p align="center">Unit/Topic</p> <p align="center">The Elements of Music</p>	<p align="center">Unit/Topic</p> <p align="center">The Elements of Music</p>
<p align="center">CORE CONTENT 4.1</p> <p>AH-08-1.1.1 Students will compare or evaluate the use of elements in a variety of music.</p> <p>AH-08-1.1.3: Students will identify or compare various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</p> <p align="right">DOK 3</p> <p align="center">Common Core Standards</p> <p>A.AH-8-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p>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.</p> <p>AH-8-SA-U-4: existing and emerging technologies can inspire new applications of structural components</p> <p>B.AH-8-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>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)</p> <p>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</p> <p>AH-8-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-8-SA-S-Mu4: recognize, describe and compare various styles of music</p>	<p align="center">CORE CONTENT 4.1</p> <p>AH-08-1.1.1 Students will compare or evaluate the use of elements in a variety of music.</p> <p>AH-08-1.1.2: Students will identify instruments according to classifications.</p> <p>AH-08-1.1.3: Students will identify or compare various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</p> <p align="right">DOK 3</p> <p align="center">Common Core Standards</p> <p>A.AH-8-SA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p>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.</p> <p>AH-8-SA-U-4: existing and emerging technologies can inspire new applications of structural components</p> <p>B.AH-8-SA-S-Mu: Skills and Concepts – Music Students will:</p> <p>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)</p> <p>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</p> <p>AH-8-SA-S-Mu3: listen to and explore how changing different elements</p>

(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)			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 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify 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 harmony (unison & parts). I can categorize triads into major and minor.	I can categorize harmony (unison & parts). I can categorize triads into major and minor.	I can categorize harmony (unison & parts). I can categorize triads into major and minor.	I can classify instruments into appropriate families.	I can classify instruments into appropriate families.	I can aurally classify vocal parts.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Harmony Unison Triad Major Minor	Harmony Unison Triad Major Minor	Harmony Unison Triad Major Minor	Timbre (Tone Color) String Woodwind Brass Percussion Orchestra Folk	Timbre (Tone Color) String Woodwind Brass Percussion Orchestra Folk	Timbre (Tone Color) Soprano Alto Tenor Bass
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Students will listen to a variety of music and	Students will listen to a variety of music and	Students will listen to a variety of music and	Students will listen to a variety of music and	Students will listen to a variety of music and	Students will listen to a variety of music and

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

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
<p align="center">Unit/Topic</p> <p align="center">Cultures/Periods (Colonial American)</p>	<p align="center">Unit/Topic</p> <p align="center">Cultures/Periods (West African)</p>
<p align="center">CORE CONTENT 4.1</p> <p>AH-08-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music. DOK 3</p> <p>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.)</p> <p align="center">Common Core Standards</p> <p>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;</p>	<p align="center">CORE CONTENT 4.1</p> <p>AH-08-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music. DOK 3</p> <p>African influence in American music resulting from the importation of slaves from West Africa</p> <p>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</p> <p align="center">Common Core Standards</p> <p>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</p>

<p>use examples to illustrate how music has directly influenced society or culture AH-8-HA-S-Mu4: examine music from various time periods and explain how the influence of time and place are reflected in the music (e.g., (African influence in American music)</p>			<p>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; use examples to illustrate how music has directly influenced society or culture AH-8-HA-S-Mu4: examine music from various time periods and explain how the influence of time and place are reflected in the music (e.g., (African influence in American music)</p>		
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify 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 STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can explain the European influence on music in Colonial America.	I can explain the European influence on music in Colonial America.	I can explain the European influence on music in Colonial America.	I can explain the West African influence on American music.	I can explain the West African influence on American music.	I can explain the West African influence on American music.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Baroque Bach Handel Classical Mozart Beethoven	Baroque Bach Handel Classical Mozart Beethoven	Baroque Bach Handel Classical Mozart Beethoven	Work songs Gospels Spirituals Call & Response Polyrhythm Improvisation Banjo	Work songs Gospels Spirituals Call & Response Polyrhythm Improvisation Banjo	Work songs Gospels Spirituals Call & Response Polyrhythm Improvisation Banjo
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested 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

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

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
Compare/contrast the performances of different cultures and time periods.	Compare/contrast the performances of different cultures and time periods.	Compare/contrast the performances of different cultures and time periods.	Compare/contrast the performances of different cultures and time periods.	Compare/contrast the performances of different cultures and time periods.	Compare/contrast the performances of different cultures and time periods.

Weeks 31-33	Weeks 34-36
<p align="center">Unit/Topic</p> <p align="center">Processes in the Arts</p>	<p align="center">Unit/Topic</p> <p align="center">Yearly Review</p>
<p align="center">CORE CONTENT 4.1</p> <p>AH-08-4.1: Music</p> <p>AH-08-4.1.1: Students will create and notate in similar style answers to musical phrases.</p> <p>AH-08-4.1.2: Students will improvise variations on given melodies.</p> <p>AH-08-4.1.3: Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.</p> <p>AH-08-4.1.4: Students will use a variety of sound sources to create and perform music.</p> <p>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).</p> <p align="center">Common Core Standards</p> <p>A.AH-8-PA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>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.</p> <p>AH-8-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p>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.</p> <p>AH-8-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.</p> <p>B.AH-8-PA-S-Mu: Skills and Concepts – Music Students will:</p> <p>AH-8-PA-S-Mu1: be actively involved in creating, notating, improvising and</p> <p align="right">DOK 3</p>	<p align="center">CORE CONTENT 4.1</p> <p>Review all previous core content 4.1 material.</p> <p align="center">Common Core Standards</p> <p>Review all previous common core material. Add the following interrelationship standards.</p> <p>A.AH-8-IAA-U: Enduring Knowledge – Understandings Students will understand that:</p> <p>AH-8-IAA-U-1: the arts are basic forms of human communication.</p> <p>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.</p> <p>AH-8-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.</p> <p>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.</p> <p>B.AH-8-IAA-S: Skills and Concepts – Arts Students will:</p> <p>AH-8-IAA-S-1: recognize and discuss common terms and concepts used in various arts (e.g., tempo in dance and music)</p> <p>AH-8-IAA-S-2: identify communication of common themes or ideas across different art forms</p> <p>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</p> <p>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 in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)</p>

<p>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-8-PA-S-Mu2: use knowledge of musical elements and a variety of sound sources to create and perform music in an expressive manner</p> <p>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)</p> <p>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</p> <p>AH-8-PA-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p>AH-8-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-8-IAA-S-5: communicate common meaning through creating and performing in the four art forms</p>		
CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
<p>I CAN STATEMENTS:</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 appropriate elements of music.</p>	<p>I CAN STATEMENTS:</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 appropriate elements of music.</p>	<p>I CAN STATEMENTS:</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 appropriate elements of music.</p>	<p>I CAN STATEMENTS:</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 technology.</p>	<p>I CAN STATEMENTS:</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 technology.</p>	<p>I CAN STATEMENTS:</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 technology.</p>

			I can identify and analyze cultures/periods and purposes of music through the use of technology.	I can identify and analyze cultures/periods and purposes of music through the use of technology.	I can identify and analyze cultures/periods and purposes of music through the use of technology.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	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 Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Present a performance for a selected audience. Critique a performance using appropriate vocabulary.	Present a performance for a selected audience. Critique a performance using appropriate vocabulary.	Present a performance for a selected audience. Critique a performance using appropriate vocabulary.	Compete in a Jeopardy tournament to review content. http://www.superteachertools.com/jeopardyx/ http://www.superteachertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteachertools.com/index.php	Compete in a Jeopardy tournament to review content. http://www.superteachertools.com/jeopardyx/ http://www.superteachertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteachertools.com/index.php	Compete in a Jeopardy tournament to review content. http://www.superteachertools.com/jeopardyx/ http://www.superteachertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteachertools.com/index.php
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: 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

<p>performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</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;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</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;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>performance would be formative with a written/oral critique by performers and observers.</p> <p style="text-align: center;">Summative</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;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</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;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</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;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</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;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>	<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>	<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>	<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>	<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>	<p>Making Music – Textbooks and CD’s KET Arts Toolkit Music Ace Software Classroom instruments</p>
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
<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>