Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence.   This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: perform, create, respond, and connect.

How to Use the Performing Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all Performing Arts disciplines, this is generally reflected in the following framework:

- A series of unit maps are provided that are designed to sequentially address the revised TDOE standards with an intentional focus on conceptual learning while increasing capacity toward students' skill development in the performance domain.
  - These units (8 per course) are meant to guide the pacing of instruction for the year for each course.
  - Components of each Unit include:
    - Unit Outcomes that clearly express student expectations for mastery
    - Essential Questions that are designed to inspire authentic exploration of concepts, and connect the content of the standards with enduring understandings
    - Foundations and Standards that provide clear grade level benchmarks for student learning
    - Academic Vocabulary that is associated with the learning
    - Assessments that are developmentally appropriate, efficient, and valid for diagnosing student needs for growth
    - Sample Checkpoints and Literature Suggestions that demonstrate the standard for performance levels for given concepts
    - Resources & Technology Integration that provide samples for delivering instruction most efficiently
    - Cross Curricular Connections that help expand the learning beyond the arts classroom and create authentic synergy among all content areas.
  - For performance-based courses (Band, Choir, Orchestra) the major work of the grade is found in the Perform Domain and this should be prioritized in each unit.
  - Pacing of the units should be approximately one month of instruction, assuming daily instruction for 45-55 minutes daily.
  - We anticipate that promising practices will emerge as these "Unit-Based" curriculum maps are being implemented. Educator feedback is requested to best solidify pacing and the content of each component of the Unit Plans.

QUARTER 1
UNIT 1

Unit Outcomes	**Domain: Perform** I can read and notate simple standard notation (such as whole notes, half notes, quarter notes, and corresponding rests); perform basic notation; explain the sight reading process; perform basic sight reading individually and in an ensemble; perform with appropriate posture and breathing techniques; perform a major scale using solfege. **Domain: Connect** I can discuss how music is related to the other arts and discuss how music is connected to daily life.
Essential Questions	How does posture affect a musician's abilities? What is a musician's role in society? How is music related to other art disciplines? How does one's technique influence performance? Why is the sight reading process an important part of musical development?
Foundations and Standards	**P2: Develop and refine artistic techniques and work for performance/presentation** **7.VM.P2.A** Demonstrate the ability to read and notate music individually and/or in ensemble settings. **7.VM.P2.B** Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: posture; breath management (tone production with freedom, resonance, control, and energy); pitch matching, accuracy, and intonation; balance and blend; sense of ensemble. **7.VM.P2.C** Demonstrate technical accuracy through appropriate use of: tonal center/key relations; scale construction; rhythm work including pulse, note, and rest values; range development; diction, pronunciation, and vowel formation; expressive elements including dynamics, phrasing, and stylistic characteristics. **7.VM.P2.D** Use self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music. **Cn2: Relate artistic ideas and works with societal, cultural, and historical context:** **7.VM.Cn2.A** Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.
Academic Vocabulary	soprano, alto, tenor, bass, notation, score, system, time signature, bar line, measure, ledger line, staff, treble clef, bass clef, whole note, half note, quarter note, whole rest, half rest, quarter rest, rhythm, melody, harmony, accidental, sharp, flat, natural, double bar line, repeat, solfege, sight reading, posture, breath support, diaphragm, tone quality, timbre

Assessments	• Teacher checks for understanding • Written responses to assessment questions	Checkpoints	• Identify and perform rhythms/pitches • Define and apply academic vocabulary

	• Student performance using rubric for evaluation • Student sight reading		• Sing major scale(s) using solfege • Demonstrate proper seated/standing singing posture and breathing • Identify notes (by name) on a staff

Resources & Technology Integration	http://cmed.faculty.ku.edu/gummposture/posture.html http://www.bbc.co.uk/sing/learning/breathing.shtml https://natshasiri.files.wordpress.com/2016/12/rhythm_exercises.pdf https://musicnotationsymbols.files.wordpress.com/2011/12/music-notation-symbols-ebook1.pdf www.sightreadingfactory.com www.musictheory.net Experiencing Choral Music Teacher Resource Kit "Feet, feet flat on the floor" – MSM Method/Judy Bowers "Rep-ah-tik-ah" exercise – MSM Method/Judy Bowers Choral Voicing – MSM Method/Judy Bowers Sheet music for performance pieces
Cross-Curricular Connections	1. CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 3. CCSS.ELA-Literacy.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

QUARTER 1

UNIT 2

Unit Outcomes	**Domain: Perform** I can identify dynamics markings; demonstrate proper vowels in singing; identify tempo markings; perform with attention to tempi and dynamic contrast; perform with attention to balance and blend as a member of a musical ensemble; identify and explain the function of parts of the body that are used in singing. **Domain: Create** I can understand the relationship between music composition and performance; create simple phrase endings for a selected piece of music.

Essential Questions	Why is it important to perform with contrast? What are balance and blend and why are they important to performing in an ensemble? What are some common characteristics of melodic phrases and what are some ways composers create melodies? How does phonation occur? How do dynamics and tempi influence the emotion of a piece?		
Foundations and Standards	**P1: Select, analyze, and interpret artistic work for performance/presentation** **7.VM.P1.C** Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances. **P2: Develop and refine artistic techniques and work for performance/presentation** **7.VM.P2.A; 7.VM.P2.B; 7.VM.P2.C; 7.VM.P2.D** **P3: Convey and express meaning through the performance of artistic work** **7.VM.P3.A** Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. **Cr2: Organize and develop artistic ideas and work.** **7.VM.Cr2.A** Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.		
Academic Vocabulary	tempo, andante, largo, allegro, dynamics, crescendo, decrescendo, piano, forte, mezzo piano, mezzo forte, pianissimo, fortissimo, diminuendo, allegro, andante, largo, fermata, larynx, vocal folds, trachea, lungs, bronchial tubes, soft palate, hard palate, phonation, head voice, chest voice		
Assessments	• Teacher checks for understanding • Written responses to assessment questions • Student performance using rubric for evaluation	Checkpoints	• Identify and perform tempo and dynamic markings • Listen across sections for balance and blend • Compose/improvise endings to selected pieces of music • Explain phonation using appropriate terminology
Resources & Technology Integration	https://composecreate.com/students/wendys-piano-studio/teaching-resources/rhythm-worksheets/ https://musicnotationsymbols.files.wordpress.com/2011/12/music-notation-symbols-ebook1.pdf www.sightreadingfactory.com www.musictheory.net Innocent Sounds – Marie Stultz Strategies for Teaching Jr. High and Middle School Male Singers – Terry J. Barham, Ph.D. http://www.mjtrotta.com/wp-content/uploads/2017/01/Developing-Head-Voice.pdf		
Cross-Curricular Connections	CCSS.ELA-Literacy.CCRA.SL.4 **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.CCRA.L.6		

Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

QUARTER 2

UNIT 1

Unit Outcomes	**Domain: Perform** I can define criteria used for music selection. **Domain: Respond** I can identify music characteristics, context, and student interest that lead to selecting music. **Domain: Connect** I can discuss how composers' experiences lead them to making compositional decisions.
Essential Questions	How does a composer's life influence their compositions? What criteria are used to select music? How is our performance literature chosen and why is it appropriate for us at this time?
Foundations and Standards	**P1: Select, analyze, and interpret artistic work for performance/presentation** **7.VM.P1.A** Select a varied repertoire to study, based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble. **P2: Develop and refine artistic techniques and work for performance/presentation** **7.VM.P2.A**; **7.VM.P2.B**; **7.VM.P2.C; 7.VM.P2.D** **R1: Perceive and analyze artistic work** **7.VM.R1.A** Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest. **Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors** **7.VM.Cn1.A** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Academic Vocabulary	Composer, composition, arrangement, form, analysis, vocal range, voice change

Assessments		Checkpoints	
	• Teacher checks for understanding • Written responses to assessment questions • Student performance using rubric for evaluation • WTVMEA All Southwest Junior High Honor Choir Audition (select members)		• Explain teacher's music selection • Select literature based on criteria • Refine performance materials to prepare for performance • Apply academic vocabulary
Resources & Technology Integration	https://www.musictheory.net/ https://www.finalemusic.com/products/notepad/ Experiencing Choral Music Sample Choir Performances Sheet music for performance pieces		
Cross-Curricular Connections	CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CCSS.ELA-Literacy.CCRA.L.3 **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening		

QUARTER 2

UNIT 2

Unit Outcomes	**Domain: Perform** I can perform with healthy and appropriate tone quality; perform with good intonation; demonstrate performance decorum and appropriate artistic delivery; perform music with technical

	accuracy to demonstrate the creator's intent. **Domain: Respond** I can explain how context and musical elements inform student response to music; describe how performance of a piece influenced the artistic process.
Essential Questions	How do musicians improve the quality of their performance? How can musicians hear and adjust intonation? How should an audience member behave? How should a performer behave on stage?
Foundations and Standards	**P1: Select, analyze, and interpret artistic work for performance/presentation** **7.VM.P1.B** Use music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances. **7.VM.P1.C** Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances. **P2: Develop and refine artistic techniques and works for performance/presentation** **7.VM.P2.A**; **7.VM.P2.B**; **7.VM.P2.C; 7.VM.P2.D** **P3: Convey and express meaning through the performance of artistic work** **7.VM.P3.A** Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. **7.VM.P3.B** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances. **7.VM.P3.C** Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose. **R1:Perceive and analyze artistic work** **7.VM.R1.B** Through written and aural examples, analyze how context and musical elements inform student response to music. **R3: Apply criteria to evaluate artistic work** **7.VM. R3.A** Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.
Academic Vocabulary	Evaluation, adjudication, musical elements, performance decorum, stage presence

Assessments	• Teacher checks for understanding • Written responses to assessment questions • Student performance using rubric for	Checkpoints	• Perform in school concert and/or in small ensembles in class • Verbal/written evaluation of performance

	evaluation • WTVMEA All Southwest Junior High Honor Choir Performance (select members)		• Appropriate use of terminology

Resources & Technology Integration	https://www.tcda.net/assets/docs/2014convention/handouts/w13%20t%20rinn%20sample%20assessments%20master.pdf https://www.claytonschools.net/site/handlers/filedownload.ashx?moduleinstanceid=19598&dataid=36111&FileName=Choir%20Concert%20Rubric.pdf https://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/18642/Quarter%202%20Project.pdf (pg. 2) Experiencing Choral Music Sheet music for performance pieces
Cross-Curricular Connections	CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CCSS.ELA-Literacy.CCRA.L.3 **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening

QUARTER 3

UNIT 1

Unit Outcomes	**Domain: Perform** I can read and notate complex rhythms (such as dotted quarter notes, sixteenth notes, dotted eighth notes, and corresponding rests); perform complex rhythms; identify key signatures; identify "do" (tonic) in each key. **Domain: Create** I can improvise in x/4 time; improvise using intervals of a major scale; perform an ostinato.

Essential Questions	How does a dot change the value of a rhythmic unit? How does improvisation keep a piece of music exciting? What is improvisation and what is its role in the performance of music? What is the role of the key signature?
Foundations and Standards	**P1: Select, analyze, and interpret artistic work for performance/presentation** **7.VM.P1.B** Use music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances. **P2: Develop and refine artistic techniques and work for performance/presentation** **7.VM.P2.A; 7.VM.P2.C** **P3: Convey and express meaning through the performance of artistic work** **7.VM.P3.A** Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. **Cr1: Generate and conceptualize artistic ideas and work** **7.VM.Cr1.A** Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal. **Cr2: Organize and develop artistic ideas and work** **7.VM.Cr2.A** Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal. **7.VM.Cr2.B** Document compositions and/or improvisations through notation and/or recording. **Cr3: Refine and complete artistic work** **7.VM.Cr3.A** Evaluate and refine compositions and/or improvisations based on teacher-provided criteria.
Academic Vocabulary	Ostinato, improvisation, intervals, meter, motive, style, genre, key signature, tonic/"do" (solfege)

Assessments	• Teacher checks for understanding • Written responses to assessment questions • Student performance using rubric for evaluation • Student improvisation • Student sight	Checkpoints	• Demonstrate complex rhythms in x/4 time • Given incomplete measures in x/4 time, accurately complete them • Record improvisation • Describe fundamental concepts of improvisation • Improvise a solo over a given chord using one or more pitches.

	reading

Resources & Technology Integration	https://musictheory.net/ https://www.musictheoryacademy.com/understanding-music/chord-progressions/ https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=S77B8W& http://www.slpbands.com/middle_school/pdf/worksheet/78synco.pdf Experiencing Choral Music Recording Equipment Sheet music for performance pieces
Cross-Curricular Connections	**CCSS.ELA-Literacy.CCRA.L.6** Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. **CCSS.ELA-Literacy.CCRA.L.3** **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening

QUARTER 3

UNIT 2

Unit Outcomes	**Domain: Perform** I can perform with healthy and appropriate tone quality; perform with exceptional intonation; demonstrate exceptional performance decorum and appropriate artistic delivery; perform music with technical accuracy to demonstrate the creator's intent; perform with attention to expressive qualities of the artistic work. **Domain: Respond** I can explain how context and musical elements inform student response to music; describe how performance of a piece influenced the artistic process; describe aesthetic qualities of musical works; describe historical significance of musical works. **Domain: Connect** I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music; demonstrate and understanding of

	relationships between music and other disciplines (history, literature, etc.)
Essential Questions	How do musicians physically and vocally convey expression? How should audience members/performers behave? What separates a musically expressive performance from a technically accurate performance? What is the historical significance/composer's intent of the artistic work? What are characteristics of music from different time periods? How does proper phrasing improve a vocal performance?
Foundations and Standards	**P1: Select, analyze, and interpret artistic work for performance/presentation** **7.VM.P1.A** Select a varied repertoire to study, based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble. **7.VM.P1.B** Use music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances. **7.VM.P1.C** Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances. **P2: Develop and refine artistic techniques and works for performance/presentation** **7.VM.P2.B; 7.VM.P2.C**; **7.VM.P2.D** **P3: Convey and express meaning through the performance of artistic work** **7.VM.P3.A** Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. **7.VM.P3.B** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances. **7.VM.P3.C** Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose. **R1: Perceive and analyze artistic work** **7.VM.R1.A** Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest. **7.VM.R1.B** Through visual and aural examples, analyze how context and musical elements inform student response to music. **R2: Interpret intent and meaning in artistic work** **7.VM.R2.A** Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and the setting of the text. **R3: Apply criteria to evaluate artistic work** **7.VM. R3.A** Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process. **Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors** **7.VM.Cn1.A** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music **Cn2: Relate artistic ideas and works with societal, cultural, and historical context** **7.VM.Cn2.A** Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.

Academic Vocabulary	Expression, phrasing, Middle Ages/Medieval Period, Renaissance Period, Baroque Period, Classical Period, Romantic Period, 20th Century Period, Contemporary/Modern Period, Mass, Gregorian Chant, Madrigals, Spirituals, text setting, Superior Rating, Excellent Rating, Good Rating, Fair Rating, Poor Rating		
Assessments	• Teacher checks for understanding • Written responses to assessment questions • Student performance using rubric for evaluation • Perform in WTVMEA Choral Festival • Written Music History assessment	Checkpoints	• Explain historical/emotional context of performance pieces • Sing literature with and without instrumental accompaniment • Consistently demonstrate proficiency in vocal production
Resources & Technology Integration	Experiencing Choral Music Experiencing Choral Music: Beginner and Intermediate Sight-Singing Building Choral Excellence – Steven M. Demorest Sheet music for performance pieces https://www.memphisrocknsoul.org/soundeducation http://www.musicfun.net.au/pdf_files/composers.pdf http://www.eastpenn.k12.pa.us/teacherpages/mtucker/myimages/RomanticPeriodPPWSAK.pdf		
Cross-Curricular Connections	CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.		

QUARTER 4

UNIT 1

Unit Outcomes	**Domain: Perform** I can perform with healthy and appropriate tone quality; perform with exceptional intonation; perform with attention to expressive qualities of the artistic work. **Domain: Create** I can write and perform a 4 measure composition in F Major using quarter notes and half notes.

Essential Questions	What considerations go into composing a melody? How do musicians generate creative ideas?
Foundations and Standards	**P1: Select, analyze, and interpret artistic work for performance/presentation** **7.VM.P1.A** Select a varied repertoire to study, based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble. **7.VM.P1.B** Use music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances. **7.VM.P1.C** Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.**P2: Develop and refine artistic techniques and works for performance/presentation** **7.VM.P2.B; 7.VM.P2.C; 7.VM.P2.D** **P3: Convey and express meaning through the performance of artistic work** **7.VM.P3.A** Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. **7.VM.P3.B** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances. **7.VM.P3.C** Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose. **Cr1: Generate and conceptualize artistic ideas and work** **7.VM.Cr1.A.** Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal. **Cr2: Organize and develop artistic ideas and work** **7.VM.Cr2.A** Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal. **7.VM.Cr2.B** Document compositions and/or improvisations through notation and/or recording. **Cr3: Refine and complete artistic work** **7.VM.Cr3.A** Evaluate and refine compositions and/or improvisations based on teacher-provided criteria. **7.VM.Cr3.B** Present finalized composition and/or improvisation individually or as an ensemble.
Academic Vocabulary	Theme, variation, chord progression, skips, steps, leaps, notation, motive, scale construction, stem direction

Assessments		Checkpoints	
	• Teacher checks for understanding • Written responses to assessment questions • Student performance using rubric for evaluation • Written and/or		• Learn to write standard notation • Compose a 4-measure melody using quarter notes and half notes in F Major

	performed composition		
Resources & Technology Integration	Experiencing Choral Music: Teacher Resource Kit Staff paper Sheet music for performance pieces https://nafme.org/composition-project-performing-ensembles/ https://www.blanksheetmusic.net/		
Cross-Curricular Connections	CCSS.ELA-Literacy.CCRA.SL.4 **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		

QUARTER 4

UNIT 2

Unit Outcomes	**Domain: Perform** I can perform with healthy and appropriate tone quality; perform with exceptional intonation; demonstrate exceptional performance decorum and appropriate artistic delivery; perform music with technical accuracy to demonstrate the creator's intent; perform with attention to expressive qualities of the artistic work. **Domain: Respond** I can explain how context and musical elements inform student response to music; describe how performance of a piece influenced the artistic process; describe aesthetic qualities of musical works; describe historical significance of musical works. **Domain: Connect** I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music; demonstrate and understanding of relationships

	between music and other disciplines (history, literature, etc.).
Essential Questions	What terms can describe a musical performance? What can you do to ensure the proper singing of a musical phrase? What do you want the audience to hear or feel through your performance? How can you successfully present your piece of music to an audience?
Foundations and Standards	**P1: Select, analyze, and interpret artistic work for performance/presentation** **7.VM.P1.A** Select a varied repertoire to study, based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble. **7.VM.P1.B** Use music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances. **7.VM.P1.C** Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances. **P2: Develop and refine artistic techniques and works for performance/presentation** **7.VM.P2.B; 7.VM.P2.C**; **7.VM.P2.D** **P3: Convey and express meaning through the performance of artistic work** **7.VM.P3.A** Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. **7.VM.P3.B** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances. **7.VM.P3.C** Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose. **R3: Apply criteria to evaluate artistic work** **7.VM. R3.A** Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.
Academic Vocabulary	Convey, context, rubric, aesthetic qualities, artistic delivery, style, musicality, text stress, text painting, interpretation

Assessments	• Performance at school and/or SCS Arts Fest and/or WTVMEA Solo & Ensemble • Teacher checks for understanding • Verbal/written evaluation of	Checkpoints	• Perform in school concert and/or in small ensembles in class • Verbal/written evaluation of performance • Discussion about appropriate evaluation terminology/rubrics

	performance • Student performance using rubric for evaluation		
Resources & Technology Integration	Experiencing Choral Music: Teacher Resource Kit Sheet music for performance pieces https://www.claytonschools.net/site/handlers/filedownload.ashx?moduleinstanceid=19598&dataid=36111&FileName=Choir%20Concert%20Rubric.pdf https://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/18642/Quarter%202%20Project.pdf		
Cross-Curricular Connections	CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CCSS.ELA-Literacy.CCRA.R.4 **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		