

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 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 arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
QUARTER 1			
<p>PERFORM</p> <p>Foundation P1 Select, analyze, and interpret artistic work for presentation. HS.GM.P1.A Research sound sources and artistic repertoire using technology and other available resources. HS.GM.P1.B Apply criteria to select appropriate repertoire from varied genres, cultures, and styles suitable for presentation. HS.GM.P1.C Defend and describe repertoire choices using appropriate musical vocabulary.</p> <p>Foundation P2 Develop and refine artistic techniques and work for presentation. HS.GM.P2.A Interpret standard or non-traditional music notation and expressive elements to convey artistic ideas HS.GM.P2.B Develop and apply appropriate rehearsal strategies to identify and discuss areas of needed improvement. HS.GM.P2.C Refine artistic works through focused listening and application of established criteria.</p> <p>Foundation P3 Convey and express meaning through the performance of artistic work. HS.GM.P3.A Employ appropriate performance techniques and/or practice to present artistic works using varied sound sources. HS.GM.P3.B Apply appropriate expressive elements to convey meaning of artistic works. HS.GM.P3.C Defend artistic choices using appropriate musical vocabulary. HS.GM.P3.D Demonstrate suitable performance and audience etiquette in multiple venues or performance contexts.</p>			

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<p>Rhythm Review (African Song Styles) - Students will be able to identify, read, and perform simple rhythmic patterns from standard notation (on drums and percussion instruments)</p> <p>Movement - Students will watch and analyze video of traditional African dance, identifying patterns and understanding artistic/cultural relevance of movements. Students will be able to learn traditional dance and/or develop original movements and gestures set to traditional African drumming –</p> <p>Sing - Students will be able to sing various European, African, and American folk tunes from score, identifying individual parts and applying expressiveness appropriate to style</p>	<p>Demonstrate basic reading skills using standard and/or non-standard notation. (5.1)</p> <p>Demonstrate basic notating skills using standard and/or non-standard notation. (5.2)</p>	<p><u>Video/Audio Recording (V/A)</u></p> <p>Use video or audio recorder (from stand-alone devices or smart phone apps) to capture and evaluate student understanding and measure growth.</p> <p>NOTE: Begin recording at the start of each grading period to capture “where students are” prior to the specific lesson, unit, or activity for which they will be assessed.</p> <ul style="list-style-type: none"> - Visual/Aural Observation - Sight-Reading Test - Singing and Instrumental Performance (V/A) - Peer Group/Self Assessment (V/A) - Class Discussion/Small Group Critique (V/A) 	<p>ARM, MRIL</p> <p>Smithsonian Folkways - Tools for Teaching on iTunes U</p> <p>PBS.org - American Roots Music http://www.pbs.org/americanrootsmusic/index.html</p> <p>The Kennedy Center: Arts Edge http://artsedge.kennedy-center.org/educators.aspx</p> <p>This World Music http://thisworldmusic.com/videos-2/</p> <p>UP Kekeli African Drum and Dance Ensemble http://www.youtube.com/user/upkekeli</p> <p>Alokli Dance Video Clips http://www.alokli.com/site/video/video.html</p> <p>Alokli Dance Repertoire http://www.alokli.com/site/dances/dances.html</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. HS.GM.Cr1.A Describe, demonstrate, and document short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. HS.GM.Cr2.A Assemble and organize sounds or musical ideas to express selected experiences, moods, images, concepts, texts, storylines, or ideas. HS.GM.Cr2.B Develop ideas or concepts into student-generated works that demonstrate musical structure and expressive elements.</p> <p>Foundation Cr3 Refine and complete artistic work. HS.GM.Cr3.A Evaluate evolving drafts of student-generated works by selecting and applying criteria and describing rationale for revisions. HS.GM.Cr3.B Enhance artistic works using technology or other suitable resources. HS.GM.Cr3.C Present and defend the final version of student-generated works.</p>			

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<p><u>Compose</u> - Students will be able to compose and perform simple rhythmic pieces, using standard notation to notate patterns in unison and polyrhythmic settings</p> <p><u>Improvise</u> - Students will be able to perform short improvised rhythm patterns (4- or 8-beats), solo and with drumming accompaniment, in call-and-response style and other forms (ternary, rondo)</p> <p><u>Compose/Arrange/Perform</u> original dance routine in the style of traditional African dance, and/or <u>Develop and Perform</u> dance with specific movements allocated to each rhythm symbol or pattern.</p>	<p>Demonstrate an understanding of the connection of elements (e.g., color, balance, texture) between music and the other arts disciplines. (8.2)</p> <p>Demonstrate an understanding of the connections between music and disciplines outside the arts. (8.3)</p>	<p><u>Written Pre- and Post-Assessment (P/P-A)</u></p> <p>Administer a written assessment (existing or teacher-developed) prior to introduction of new content (pre-assessment). Give students the same or similar assessment at middle or end of lesson, unit, or activity to evaluate understanding and measure growth (post-assessment). All pre-and post-assessment documents (written work such as reflection, narrative, essay/report) can be scanned or photographed for use in artifact portfolios. Alternatively, pre- and post-scores can be recorded on a separate document such as a text document or spreadsheet.</p> <ul style="list-style-type: none"> - Selected Response (Matching, Multiple Choice, T/F) (P/P-A) - Score Notation Test (P/P-A) - Musical Form Test (P/P-A) 	<p>Alokli West African Dance YouTube Channel http://www.youtube.com/user/alokliphillly</p> <p>Music Theory.net http://www.musictheory.net/lessons/15</p> <p>MuseScore.org http://musescore.org/</p> <p>theoria.com - theory tutorials and activities http://www.theoria.com/index.html</p> <p>RubiStar rubric creator (http://rubistar.4teachers.org/)</p>

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<p>Create original visual art works characteristic of the three periods using recorded examples of exemplary works for inspiration; Write a narrative describing your work and explaining your creative decisions [and/or] Create multimedia presentation/timeline of developments in music and art from early Baroque to late Romantic periods using web-based applications such as Glogster, Voicethread, or other application.</p>	<p>Demonstrate an understanding of how the elements of music change from one style period to another. (8.1)</p>		
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. HS.GM.R1.A Identify and describe the elements of music in visual and aural examples using appropriate vocabulary. HS.GM.R1.B Use suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within the appropriate context.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. HS.GM.R2.A Use appropriate musical vocabulary and terminology to interpret and describe artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, context, and historical significance. HS.GM.R2.B Examine the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee.</p> <p>Foundation R3 Apply criteria to evaluate artistic work. HS.GM.R3.A Apply appropriate criteria to evaluate varied musical works and performances. HS.GM.R3.B Identify and justify musical preferences using appropriate terminology, context, student opinion, and personal research gathered from varied sources.</p>			

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<p>Roots Influences Students will be able to identify and describe characteristics of European Folk Music and African Song Styles, citing exemplary works and cultural/historical significance</p> <p>Listen/Analyze - Students will listen to audio recordings and watch video of European folk music and fiddle tunes, and traditional (West) African drumming and dancing, identifying and describing musical characteristics and cultural/historical significance</p> <p>Evaluate - Students will be able to establish criteria for evaluating music - recorded works and classroom performances of original compositions - and justify personal preferences, verbally and non-verbally.</p>	<p>Demonstrate an understanding of elements of music, genres, and/or style periods through improvisation. (3.1)</p> <p>Improvise, alone or with others, a short melodic, rhythmic, or harmonic passage to demonstrate a given emotion. (3.2)</p> <p>Demonstrate an understanding of elements of music, genres, and/or style periods through composition. (4.1)</p> <p>Demonstrate an understanding of elements of music and/or style periods by arranging. (4.2)</p> <p>Analyze and describe music of various style periods and vocal and instrumental genres. (6.2)</p>	<p>Rubrics Completed rubrics can be scanned or photographed for use in artifact portfolios. Alternatively, completed rubrics can be recorded on a separate document such as a text document or spreadsheet.</p> <ul style="list-style-type: none"> - Performance Rubric - Scoring Rubric <p>Video/Audio Recording (V/A)</p> <ul style="list-style-type: none"> - Visual/Aural Observation - Audio/video recording - Class Discussion/Group Critique (V/A, P/P-A) 	<p>Art History.net http://www.arthistory.net/</p> <p>Art History Guide.com http://www.arthistoryguide.com/</p> <p>teoria.com - theory tutorials and activities http://www.teoria.com/index.html</p> <p>Voicethread (for student evaluation/self assessment/discussion) - http://voicethread.com/</p>

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<p><u>Classical, and Romantic Periods</u> Students will listen to and analyze selected works of exemplary composers from each period, identifying music characteristics specific to each style period, and understanding salient biographical knowledge of selected composers.</p> <p>Baroque Period <u>Listen/Analyze</u> - Selected works of Bach, Handel, Monteverdi, Vivaldi, and other exemplary composers from the period <u>Art</u> - View/Analyze selected works from Caravaggio and Bernini (Italy), Rubens (Flemish), Velazquez (Spain), and Dutch master Rembrandt</p> <p>Classical Period <u>Listen/Analyze</u> - Selected works of Mozart, Beethoven, and other exemplary composers from the period. <u>Art</u> - View/Analyze selected Neo-Classical works from Jacques Louis David and Jean Auguste Dominique Ingres, and various examples of Rococo</p> <p>Romantic Period <u>Listen/Analyze</u> - Selected works of Beethoven, Saint-Saens, Debussy, Strauss, and other exemplary composers from the period.</p>	<p>Analyze and describe music of various style periods and vocal and instrumental genres. (6.2)</p> <p>Evaluate musical works using elements of music characteristic to each style period. (7.1)</p> <p>Evaluate musical performances using elements of music characteristic to each style period. (7.2)</p> <p>Demonstrate an understanding of how the elements of music change from one style period to another. (8.1)</p>		

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>CONNECT Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. HS.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical context. HS.GM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, culture, and daily life.</p>			
<p><u>Analyze</u> - Students will be able to analyze song lyrics and song forms, <u>comparing and contrasting</u> literature of the period or origin (century/decade/region)</p>	<p>Demonstrate an understanding of the connections between music and disciplines outside the arts. (9.1)</p>		<p>PBS.org - American Roots Music http://www.pbs.org/americanrootsmusic/index.html</p>

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<p><u>Art</u> - View/Analyze selected Neo-Classical works from Jacques Louis David and Jean Auguste Dominique Ingres, and various examples of Rococo</p> <p><u>Art</u> - View/Analyze selected works from Delacroix and Géricault (France), Turner and Constable (England), Caspar David Friedrich (Germany), and Goya (Spain)</p>	<p>Demonstrate an understanding of the connections between music and disciplines outside the arts.</p> <p>(8.3)</p> <p>Explore the reciprocal relationship between music and the influences of history and culture. (9.1)</p>	<p><u>Written Pre- and Post-Assessment (P/P-A)</u></p> <ul style="list-style-type: none"> - Critical Listening as Evidenced by Written Reflection (P/P-A) - Short Answer and Sentence Completion (P/P-A) - Peer evaluation/self assessment - Selected Response (Matching, Multiple Choice, T/F) (P/P-A) - Class Discussion/Group Critique (V/A, P/P-A) <p><u>Rubrics - Scoring Rubric - Completed Self-Assessment Rubric</u></p>	
<p>QUARTER 2</p>			

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<p>PERFORM</p> <p>Foundation P1 Select, analyze, and interpret artistic work for presentation. HS.GM.P1.A Research sound sources and artistic repertoire using technology and other available resources. HS.GM.P1.B Apply criteria to select appropriate repertoire from varied genres, cultures, and styles suitable for presentation. HS.GM.P1.C Defend and describe repertoire choices using appropriate musical vocabulary.</p> <p>Foundation P2 Develop and refine artistic techniques and work for presentation. HS.GM.P2.A Interpret standard or non-traditional music notation and expressive elements to convey artistic ideas HS.GM.P2.B Develop and apply appropriate rehearsal strategies to identify and discuss areas of needed improvement. HS.GM.P2.C Refine artistic works through focused listening and application of established criteria.</p> <p>Foundation P3 Convey and express meaning through the performance of artistic work. HS.GM.P3.A Employ appropriate performance techniques and/or practice to present artistic works using varied sound sources. HS.GM.P3.B Apply appropriate expressive elements to convey meaning of artistic works. HS.GM.P3.C Defend artistic choices using appropriate musical vocabulary. HS.GM.P3.D Demonstrate suitable performance and audience etiquette in multiple venues or performance contexts.</p>			

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		<p><u>Video/Audio Recording (V/A)</u></p> <p>Use video or audio recorder (from stand-alone devices or smart phone apps) to capture and evaluate student understanding and measure growth.</p> <p>NOTE: Begin recording at the start of each grading period to capture “where students are” prior to the specific lesson, unit, or activity for which they will be assessed.</p> <ul style="list-style-type: none"> - Visual/Aural Observation - Sight-Reading Test - Singing and Instrumental Performance (V/A) - Peer Group/Self Assessment (V/A) - Class Discussion/Small Group Critique (V/A) 	<p>ARM, MRIL</p> <p>Smithsonian Folkways - Tools for Teaching on iTunes U</p> <p>PBS.org - American Roots Music http://www.pbs.org/americanrootsmusic/index.html</p> <p>The Kennedy Center: Arts Edge http://artsedge.kennedy-center.org/educators.aspx</p> <p>This World Music http://thisworldmusic.com/videos-2/</p> <p>UP Kekeli African Drum and Dance Ensemble http://www.youtube.com/user/upkekeli</p> <p>Alokli Dance Video Clips http://www.alokli.com/site/video/video.html</p> <p>Alokli Dance Repertoire http://www.alokli.com/site/dances/dances.html</p>

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<p><u>Movement</u> Watch and analyze video of traditional European (folk) dances - Reel, Hornpipe, Schottische, Waltz. <u>Analyze</u> and demonstrate through improvised and original choreographed dance movements the duple and triple meters associated with each dance.</p>	<p>Analyze and describe music of various style periods and vocal and instrumental genres. (6.2)</p>		
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. HS.GM.Cr1.A Describe, demonstrate, and document short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. HS.GM.Cr2.A Assemble and organize sounds or musical ideas to express selected experiences, moods, images, concepts, texts, storylines, or ideas. HS.GM.Cr2.B Develop ideas or concepts into student-generated works that demonstrate musical structure and expressive elements.</p> <p>Foundation Cr3 Refine and complete artistic work. HS.GM.Cr3.A Evaluate evolving drafts of student-generated works by selecting and applying criteria and describing rationale for revisions. HS.GM.Cr3.B Enhance artistic works using technology or other suitable resources. HS.GM.Cr3.C Present and defend the final version of student-generated works.</p>			

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		<p><u>Written Pre- and Post-Assessment (P/P-A)</u></p> <p>Administer a written assessment (existing or teacher-developed) prior to introduction of new content (pre-assessment). Give students the same or similar assessment at middle or end of lesson, unit, or activity to evaluate understanding and measure growth (post-assessment). All pre-and post-assessment documents (written work such as reflection, narrative, essay/report) can be scanned or photographed for use in artifact portfolios. Alternatively, pre- and post-scores can be recorded on a separate document such as a text document or spreadsheet.</p> <ul style="list-style-type: none"> - Selected Response (Matching, Multiple Choice, T/F) (P/P-A) - Score Notation Test (P/P-A) - Musical Form Test (P/P-A) 	<p>Alokli West African Dance YouTube Channel http://www.youtube.com/user/alokliphillly</p> <p>Music Theory.net http://www.musictheory.net/lessons/15</p> <p>MuseScore.org http://musescore.org/</p> <p>theoria.com - theory tutorials and activities http://www.theoria.com/index.html</p> <p>RubiStar rubric creator (http://rubistar.4teachers.org/)</p>

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<p><u>Compose/Write</u> a song verse drawing on contemporary events; <u>Arrange/set</u> to simple rhythmic/harmonic accompaniment (I-IV-V or other progression, with guitar, violin, and/or drums and percussion); <u>Perform/Record</u> songs. Play song recordings in class for assessment (class discussion, student written self-critique, reflective writing opportunity). <u>Extension:</u> Improvise yodel (a la Jimmie Rodgers) during performance.</p>	<p>Demonstrate an understanding of elements of music and/or style periods by arranging. (4.2)</p> <p>Demonstrate basic notating skills using standard and/or non-standard notation. (5.2)</p>		
<p><u>Create</u> an original radio show with live student performances (of original compositions from previous units), interviews (featuring students “acting” as a musician, historian, or other significant/relevant figure), and news (presenting historical events studied in previous units, as well as personal experiences and narratives). <u>Record</u> the “broadcasts” and post them online as audio clips or podcasts. Recordings can also be burned to CDs with student-designed cover art, and distributed to students and family. Consider using for Exhibition Project.</p>	<p>Explore the reciprocal relationship between music and the influences of history and culture. (9.1)</p>		

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<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. HS.GM.R1.A Identify and describe the elements of music in visual and aural examples using appropriate vocabulary. HS.GM.R1.B Use suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within the appropriate context.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. HS.GM.R2.A Use appropriate musical vocabulary and terminology to interpret and describe artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, context, and historical significance. HS.GM.R2.B Examine the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee.</p> <p>Foundation R3 Apply criteria to evaluate artistic work. HS.GM.R3.A Apply appropriate criteria to evaluate varied musical works and performances. HS.GM.R3.B Identify and justify musical preferences using appropriate terminology, context, student opinion, and personal research gathered from varied sources.</p>			

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<p><u>Listen to and Analyze</u> Fiddle Tunes and Dances; Discuss the influence of fiddle tunes on contemporary music.</p> <p><u>Compare/Contrast</u> W.H. Stepp’s “Bonaparte’s Retreat” (recorded 1937) to Aaron Copland’s “Hoe Down” (1942), Leizime Bruscoe’s “French Four (Sailor’s Joy)” (recorded 1940) to Mark O’Connor’s “Sailor’s Joy” (2001)</p> <p><u>Listen to and Analyze</u> recordings and Videos of musicians and performances emblematic of the styles - Carter Family: guitar style, instrumentation (guitar, autoharp, bass), song form, vocal harmony, thematic material (lyrics); Jimmie Rodgers: yodeling (influenced by Swiss singing group the Tyrolese Rainer Family during their 1839 tour of rural America), guitar style, song style, thematic material (as analyzed in lyrics)</p> <p><u>Bluegrass</u> Explore the development of bluegrass music, analyzing its musical characteristics - tempo, instrumentation, performance style. <u>Listen to and watch video of</u> bluegrass musician Bill Monroe (“Blue Moon of Kentucky”, “Orange Blossom</p>	<p>Demonstrate an understanding of elements of music by singing/chanting. (1.1)</p> <p>Demonstrate an understanding of elements of music, genres, and/or style periods through improvisation. (3.1)</p> <p>Demonstrate an understanding of elements of music, genres, and/or style periods through composition. (4.1)</p> <p>Demonstrate an understanding of elements of music and/or style periods by arranging. (4.2)</p> <p>Evaluate musical performances using elements of music characteristic to each style period. (7.2)</p> <p>Demonstrate an understanding of the connection of elements (e.g., color, balance,</p>	<p><u>Rubrics</u> Completed rubrics can be scanned or photographed for use in artifact portfolios. Alternatively, completed rubrics can be recorded on a separate document such as a text document or spreadsheet.</p> <p>- Performance Rubric - Scoring Rubric</p> <p><u>Video/Audio Recording (V/A)</u></p> <p>- Visual/Aural Observation - Audio/video recording - Class Discussion/Group Critique (V/A, P/P-A)</p>	<p>Art History.net http://www.arthistory.net/</p> <p>Art History Guide.com http://www.arthistoryguide.com/</p> <p>teoria.com - theory tutorials and activities http://www.teoria.com/index.html</p> <p>Voicethread (for student evaluation/self assessment/discussion) - http://voicethread.com/</p>

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Special™); Watch video of banjo player Earl Scruggs and his trademark high speed, three-finger picking style.	texture) between music and the other arts disciplines. (8.2)		

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<p>Identify instruments of early country music (fiddle/violin, guitar, mandolin, banjo, bass, harmonica, tin whistle); Discuss anthropological categories (chordophone, aerophone, idiophone, membranophone) and families (string, woodwind, brass, percussion) of instruments.</p> <p>Listen to recordings of original Grand Ole Opry, WDIA, WLOK, and WHER broadcasts (available online and on CD); Compare/Contrast the quality of the performances and the radio signal, as well as the level of personal interest in the radio shows among students in your class; Have students record their reactions/emotional responses as they listen to the recorded broadcasts, then discuss together in class.</p>	<p>Demonstrate an understanding of elements of music by singing/chanting. (1.1)</p> <p>Demonstrate an understanding of elements of music, genres, and/or style periods through improvisation. (3.1)</p> <p>Analyze and describe music of various style periods and vocal and instrumental genres. (6.2)</p> <p>Evaluate musical works using elements of music characteristic to each style period. (7.1)</p> <p>Evaluate musical performances using elements of music characteristic to each style period. (7.2)</p>		

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>CONNECT Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. HS.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical context. HS.GM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, culture, and daily life.</p>			

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<p><u>Extension:</u> Explore history of each instrument - students create reports on the history and development of country music instruments (written, poster board, multimedia presentation, web-based presentation)</p> <p><u>Explore</u> significant developments in technology that had a direct impact on the early music industry - recording, radio, instruments (<u>Example:</u> 1877 - Thomas Edison files patent on his cylinder-playing phonograph; 1887 - Heinrich Hertz detects radio waves)</p> <p><u>Create</u> visual or “digital” timeline of historical events and developments in technology that had a direct impact on the music industry (consider using assignment as a Think Show project)</p> <p><u>Explore</u> the formats of early radio shows such as the Grand Ole Opry and WSM Barn Dance, <u>identifying</u> from and to where they were broadcast, how many listeners were tuning in, and who was listening. (Guiding Question example: Why were radio shows such as the Grand Ole Opry so popular during the Great Depression?)</p>	<p>Demonstrate an understanding of elements of music, genres, and/or style periods through composition. (4.1)</p> <p>Demonstrate an understanding of elements of music and/or style periods by arranging. (4.2)</p> <p>Demonstrate basic notating skills using standard and/or non-standard notation. (5.2)</p> <p>Analyze and describe music of various style periods and vocal and instrumental genres. (6.2)</p> <p>Demonstrate an understanding of how the elements of music change from one style period to another. (8.1)</p> <p>Explore the reciprocal relationship between music and the influences of history and</p>	<p><u>Written Pre- and Post-Assessment (P/P-A)</u></p> <ul style="list-style-type: none"> - Critical Listening as Evidenced by Written Reflection (P/P-A) - Short Answer and Sentence Completion (P/P-A) - Peer evaluation/self assessment - Selected Response (Matching, Multiple Choice, T/F) (P/P-A) - Class Discussion/Group Critique (V/A, P/P-A) <p><u>Rubrics</u></p> <ul style="list-style-type: none"> - Scoring Rubric - Completed Self-Assessment Rubric 	<p>PBS.org - American Roots Music</p> <p>http://www.pbs.org/americanrootsmusic/index.html</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Explore the history format(s) of WDIA and WLOK (Memphis), identifying important deejays and on-air personalities (ex. Nat D. Williams, B.B King, Rufus Thomas) and understanding the historical significance of both stations. (Guiding Question example: What is the historical significance of these two local radio stations?)</p>	<p>culture. (9.1)</p>		
<p>QUARTER 3</p>			
<p>PERFORM Foundation P1 Select, analyze, and interpret artistic work for presentation. HS.GM.P1.A Research sound sources and artistic repertoire using technology and other available resources. HS.GM.P1.B Apply criteria to select appropriate repertoire from varied genres, cultures, and styles suitable for presentation. HS.GM.P1.C Defend and describe repertoire choices using appropriate musical vocabulary. Foundation P2 Develop and refine artistic techniques and work for presentation. HS.GM.P2.A Interpret standard or non-traditional music notation and expressive elements to convey artistic ideas HS.GM.P2.B Develop and apply appropriate rehearsal strategies to identify and discuss areas of needed improvement. HS.GM.P2.C Refine artistic works through focused listening and application of established criteria. Foundation P3 Convey and express meaning through the performance of artistic work. HS.GM.P3.A Employ appropriate performance techniques and/or practice to present artistic works using varied sound sources. HS.GM.P3.B Apply appropriate expressive elements to convey meaning of artistic works. HS.GM.P3.C Defend artistic choices using appropriate musical vocabulary. HS.GM.P3.D Demonstrate suitable performance and audience etiquette in multiple venues or performance contexts.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>PERFORM</p> <p>Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>			<p>PBS - Ken Burns Jazz http://www.pbs.org/jazz/</p> <p>PBS Jazz Kids http://pbskids.org/jazz/</p> <p>Smithsonian Folkways - Tools for Teaching on iTunes U http://www.apple.com/education/itunes-u/whats-on.html</p> <p>Smithsonian Folkways - Interactive Jazz Mixer http://www.folkways.si.edu/jazz/mixer.aspx</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><u>Sing/Perform</u> - Perform bass notes (root) of 12-bar progression on keyboard and drums, or by singing bass notes on blues rhythm (with or without drums). Students will perform a capella or with recorded accompaniment. <u>EXTENSION:</u> Students will notate four- or eight-beat rhythm pattern for bass part performance.</p> <p><u>Movement</u> Develop an original 12-bar blues dance, creating movement that emphasizes each chord in the progression (the I, IV, and V chords). Students can work in small groups or as a class. Record video of dancing and review in class for evaluation/assessment.</p>	<p>Demonstrate an understanding of elements of music by singing/chanting. (1.1)</p> <p>Demonstrate an understanding of elements of music by playing on instruments. (2.1)</p>	<p><u>Video/Audio Recording (V/A)</u></p> <ul style="list-style-type: none"> - Visual/Aural Observation - Audio/video recording - Class Discussion/Group Critique (V/A, P/P-A) 	

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. HS.GM.Cr1.A Describe, demonstrate, and document short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. HS.GM.Cr2.A Assemble and organize sounds or musical ideas to express selected experiences, moods, images, concepts, texts, storylines, or ideas. HS.GM.Cr2.B Develop ideas or concepts into student-generated works that demonstrate musical structure and expressive elements.</p> <p>Foundation Cr3 Refine and complete artistic work. HS.GM.Cr3.A Evaluate evolving drafts of student-generated works by selecting and applying criteria and describing rationale for revisions. HS.GM.Cr3.B Enhance artistic works using technology or other suitable resources. HS.GM.Cr3.C Present and defend the final version of student-generated works.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><u>Identify and Discuss</u> the historical significance of Tin Pan Alley.</p> <p><u>EXTENSION:</u> Explore sheet music cover art of the tin Pan Alley era. Have students <u>create</u> their own sheet music cover art for their favorite songs.</p> <p><u>mprove</u> simple melodies in the “scat” style of Louis Armstrong. Students will perform to recorded accompaniment (jazz or other styles). <u>EXTENSION:</u> Hold a student scat competition in class having students vote for their favorite scat singer. Students will develop evaluation criteria prior to performances.</p> <p><u>Create</u> original works of folk art. <u>Write</u> a narrative describing your work and explaining your creative decisions. <u>EXTENSION:</u> Students will <u>Create</u> multimedia presentations (video, Glog, Voicethread) discussing their thoughts on the blues, their favorite blues music/musician, and their folk art work.</p> <p><u>Compose/Write</u> an original 12-bar blues - Write lyrics (one verse or more) in the style of the blues set to traditional 12-bar accompaniment. Students will perform songs in class, sing/chanting lyrics and performing accompaniment on keyboard, drums, and/or vocals</p>	<p>Evaluate musical works using elements of music characteristic to each style period. (7.1)</p> <p>Demonstrate an understanding of the connection of elements (e.g., color, balance, texture) between music and the other arts disciplines. (8.2)</p> <p>Demonstrate an understanding of the connections between music and disciplines outside the arts. (8.3)</p>	<p><u>Written Pre- and Post-Assessment (P/P-A)</u></p> <ul style="list-style-type: none"> - Critical Listening as Evidenced by Written Reflection - Short Answer and Sentence Completion - Peer evaluation/self assessment - Selected Response (Matching, Multiple Choice, T/F) - Class Discussion/Group Critique (V/A, P/P-A) <p><u>Rubrics - Scoring Rubric - Completed Self-Assessment Rubric</u></p>	<p>The Kennedy Center: Arts Edge http://artsedge.kennedy-center.org/educators.aspx</p> <p>Scott Joplin.org http://www.scottjoplin.org/biography.htm</p> <p>Billie Holiday.com http://www.billieholiday.com/</p> <p>Tin Pan Alley online resources: http://parlorsongs.com/insearch/tinpanalley/tinpanalley.php</p> <p>Voicethread (for student evaluation/self assessment, discussion) - http://voicethread.com/</p> <p>Glogster EDU - http://edu.glogster.com/</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
(bass part).			
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. HS.GM.R1.A Identify and describe the elements of music in visual and aural examples using appropriate vocabulary. HS.GM.R1.B Use suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within the appropriate context.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. HS.GM.R2.A Use appropriate musical vocabulary and terminology to interpret and describe artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, context, and historical significance. HS.GM.R2.B Examine the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee.</p> <p>Foundation R3 Apply criteria to evaluate artistic work. HS.GM.R3.A Apply appropriate criteria to evaluate varied musical works and performances. HS.GM.R3.B Identify and justify musical preferences using appropriate terminology, context, student opinion, and personal research gathered from varied sources.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><u>Listen/Analyze</u> - Listen to recordings and watch videos of ragtime music and performances, <u>analyzing</u> and <u>identifying</u> instrumentation, rhythm, and [piano] performance style. EXTENSION: Define “virtuoso” and identify other virtuosos throughout history.</p> <p><u>Compare/Contrast</u> different arrangements of Scott Joplin’s music, such as a solo piano performance of “Maple Leaf Rag” and orchestral arrangements of the piece. Compare/Contrast ragtime [piano] music with fiddle tunes, country music, and other styles explored in semester one.</p> <p><u>Listen/Analyze</u> - Listen to recordings and watch videos of Louis Armstrong’s music and performances, <u>analyzing</u> and <u>identifying</u> instrumentation of his various ensembles (Hot Fives, Hot Sevens, and others), development of improvisation and scat singing, and unique singing style. EXTENSION: <u>Compare/Contrast</u> Louis Armstrong’s performance style and personality (stage presence) with those of contemporary artists.</p> <p><u>Discuss, Compare/Contrast</u> the</p>	<p>Evaluate musical works using elements of music characteristic to each style period. (7.1)</p> <p>Evaluate musical performances using elements of music characteristic to each style period. (7.2)</p> <p>Demonstrate an understanding of how the elements of music change from one style period to another. (8.1)</p>	<p><u>Rubrics</u></p> <ul style="list-style-type: none"> - Scoring Rubric - Performance Rubric - Completed Self-Assessment Rubric - Portfolio/Project 	<p>PBS.org - American Roots Music http://www.pbs.org/americanrootsmusic/index.html</p> <p>PBS - The Blues http://www.pbs.org/theblues/</p> <p>NegroSpirituals.com - History http://www.negrospirituals.com/history.htm</p> <p>Fisk Jubilee Singers.org - History http://www.fiskjubileesingers.org/our_history.html</p> <p>The Blues Foundation http://www.blues.org/</p> <p>Smithsonian Folkways - The Blues on iTunes U http://www.apple.com/education/itunes-u/whats-on.html</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
musical, social, and historical contexts of Armstrong's and Holiday's careers and accomplishments. (ex. Armstrong's experiences with poverty (childhood) and racism (minstrel shows), Analyze Holiday's "Strange Fruit" - lyrics and expressiveness of live performance (video))			

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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><u>Listen to and Analyze</u> recordings of field hollers, work songs, and spirituals. <u>Compare/Contrast</u> the different styles, understanding the musical, social, and cultural contexts of each.</p> <p><u>Listen to and Analyze</u> audio and video recordings of the Fisk Jubilee Singers, analyzing singing style, expressiveness, and emotional quality of performance.</p> <p><u>Analyze</u> lyrics and thematic material of exemplary Delta Blues songs. <u>Identify and Discuss</u> the relationship between language arts and blues, specifically the use of metaphors and symbolism in blues lyrics. <u>Compare/Contrast</u> the different styles, understanding the musical, social, and cultural contexts of each. (ex. Son House’s “John the Revelator”)</p> <p><u>Identify</u> the Mississippi Delta region and describe the Delta environment in the late nineteenth/early twentieth centuries. <u>Understand and Explain</u> how the Delta environment influenced the Delta Blues.</p>	<p>Demonstrate an understanding of how the elements of music change from one style period to another. (8.1)</p>		

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Identify and Analyze the 12-bar blues progression (I-IV-V chords) and lyrical structure. Identify “swing” rhythm commonly used in blues performances. Listen to recorded examples such as Muddy Waters’ “I Got My Mojo Working” to illustrate and experience 12-bar form.</p> <p>Understand the cultural and historical significance of the SUN (Memphis Recording Service) and CHESS record labels.</p>	<p>Demonstrate an understanding of how the elements of music change from one style period to another. (8.1)</p> <p>Demonstrate an understanding of the connection of elements (e.g., color, balance, texture) between music and the other arts disciplines. (8.2)</p>		<p>Center for Southern Folklore http://store.southernfolklore.org/</p> <p>Robert Johnson - Biography, Legend (The Blues Foundation) http://www.fezocaonline.com/rjpage/rjpage.html</p> <p>D’Edge Art Gallery http://www.d-edgeart.com/</p>

CONNECT

Foundation Cn1
Synthesize and relate knowledge and personal experiences to artistic endeavors.
 HS.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Foundation Cn2
Relate artistic ideas and works with societal, cultural, and historical context.
 HS.GM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, culture, and daily life.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><u>Explore</u> the origins of ragtime, focusing on the life and works of Scott Joplin, identifying significant works and salient biographical information, and understanding the relationship between Scott Joplin's music and the publication of sheet music throughout the late nineteenth/early twentieth centuries.</p> <p><u>Explore</u> the origins of spirituals, analyzing lyrics of exemplary songs and understanding the cultural and historical significance of the style. <u>Understand</u> the connection to the Underground Railroad.</p> <p><u>Explore</u> the origins of Delta Blues, focusing on the music of W.C. Handy, Son House, Charlie Patton, and Robert Johnson; <u>Listen to and Discuss</u> early recordings of Ma Rainey and Bessie Smith.</p> <p><u>Listen to and Analyze</u> audio and video recordings, <u>identifying</u> instrumentation, expressiveness, and emotional quality of performances.</p>	<p>Demonstrate an understanding of elements of music by singing/chanting. (1.1)</p> <p>Demonstrate an understanding of elements of music, genres, and/or style periods through improvisation. (3.1)</p> <p>Analyze and describe music of various style periods and vocal and instrumental genres. (6.2)</p> <p>Evaluate musical works using elements of music characteristic to each style period. (7.1)</p>	<p><u>Rubrics</u></p> <ul style="list-style-type: none"> - Scoring Rubric - Performance Rubric - Completed Self-Assessment Rubric - Portfolio/Project 	<p>The Barnes Foundation</p> <p>http://www.barnesfoundation.org/ed_c_highlights.html</p> <p>Voicethread (for student evaluation/self assessment, discussion) - http://voicethread.com/</p> <p>Glogster EDU - http://edu.glogster.com/</p> <p>RubiStar rubric creator (http://rubistar.4teachers.org/)</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Explore the origins of electric blues focusing on the life and works of Muddy Waters, Willie Dixon, B.B. King, and Howlin' Wolf. Listen to and Analyze audio and video recordings of electric blues music and performances, <u>analyzing</u> and <u>identifying</u> instrumentation, expressiveness, and 12-bar form.</p>	<p>Analyze and describe music of various style periods and vocal and instrumental genres. (6.2)</p> <p>Evaluate musical works using elements of music characteristic to each style period. (7.1)</p>		
QUARTER 4			
<p>PERFORM</p> <p>Foundation P1</p> <p>Select, analyze, and interpret artistic work for presentation.</p> <p>HS.GM.P1.A Research sound sources and artistic repertoire using technology and other available resources.</p> <p>HS.GM.P1.B Apply criteria to select appropriate repertoire from varied genres, cultures, and styles suitable for presentation.</p> <p>HS.GM.P1.C Defend and describe repertoire choices using appropriate musical vocabulary.</p> <p>Foundation P2</p> <p>Develop and refine artistic techniques and work for presentation.</p> <p>HS.GM.P2.A Interpret standard or non-traditional music notation and expressive elements to convey artistic ideas</p> <p>HS.GM.P2.B Develop and apply appropriate rehearsal strategies to identify and discuss areas of needed improvement.</p> <p>HS.GM.P2.C Refine artistic works through focused listening and application of established criteria.</p> <p>Foundation P3</p> <p>Convey and express meaning through the performance of artistic work.</p> <p>HS.GM.P3.A Employ appropriate performance techniques and/or practice to present artistic works using varied sound sources.</p> <p>HS.GM.P3.B Apply appropriate expressive elements to convey meaning of artistic works.</p> <p>HS.GM.P3.C Defend artistic choices using appropriate musical vocabulary.</p> <p>HS.GM.P3.D Demonstrate suitable performance and audience etiquette in multiple venues or performance contexts.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. HS.GM.Cr1.A Describe, demonstrate, and document short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. HS.GM.Cr2.A Assemble and organize sounds or musical ideas to express selected experiences, moods, images, concepts, texts, storylines, or ideas. HS.GM.Cr2.B Develop ideas or concepts into student-generated works that demonstrate musical structure and expressive elements.</p> <p>Foundation Cr3 Refine and complete artistic work. HS.GM.Cr3.A Evaluate evolving drafts of student-generated works by selecting and applying criteria and describing rationale for revisions. HS.GM.Cr3.B Enhance artistic works using technology or other suitable resources. HS.GM.Cr3.C Present and defend the final version of student-generated works.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Develop an original class production in the style of Soul Train or American Bandstand including a host, dancers, performers (performing live and lip syncing). Create a set similar to the ones seen in the two programs. Select original compositions and/or recorded works from soul artists (or other styles) to perform on the show. Rehearse the program and create posters and invitations to advertise and promote the production. Film the show and edit on computer using video editing software.</p>	<p>Demonstrate an understanding of elements of music by singing/chanting. (1.1)</p> <p>Demonstrate an understanding of elements of music by playing on instruments. (2.1)</p> <p>Demonstrate an understanding of elements of music, genres, and/or style periods through composition. (4.1)</p> <p>Demonstrate an understanding of elements of music and/or style periods by arranging. (4.2)</p> <p>Demonstrate basic reading skills using standard and/or non-standard notation. (5.1)</p> <p>Demonstrate basic notating skills using standard and/or non-standard notation. (5.2)</p>	<p><u>Written Pre- and Post-Assessment (P/P-A)</u></p> <ul style="list-style-type: none"> - Critical Listening as Evidenced by Written Reflection - Short Answer and Sentence Completion - Peer evaluation/self assessment - Selected Response (Matching, Multiple Choice, T/F) - Class Discussion/Group Critique (V/A, P/P-A) <p><u>Rubrics - Scoring Rubric - Completed Self-Assessment Rubric</u></p>	<p>PBS - The Blues http://www.pbs.org/theblues/</p> <p>PBS - The Blues http://www.pbs.org/theblues/</p> <p>Chicago Blues 1946-1996: Curriculum and Resources on iTunes U http://www.apple.com/education/itunes-u/whats-on.html</p> <p>Library of Congress - Alan Lomax Collection http://www.loc.gov/folklife/lomax/</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. HS.GM.R1.A Identify and describe the elements of music in visual and aural examples using appropriate vocabulary. HS.GM.R1.B Use suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within the appropriate context.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. HS.GM.R2.A Use appropriate musical vocabulary and terminology to interpret and describe artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, context, and historical significance. HS.GM.R2.B Examine the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee.</p> <p>Foundation R3 Apply criteria to evaluate artistic work. HS.GM.R3.A Apply appropriate criteria to evaluate varied musical works and performances. HS.GM.R3.B Identify and justify musical preferences using appropriate terminology, context, student opinion, and personal research gathered from varied sources.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><u>Listen to and Analyze</u> recordings of rhythm and blues, rockabilly, and early rock and roll. <u>Compare/Contrast</u> the different styles, identifying distinguishing musical characteristics and understanding the musical, social, and cultural contexts of each.</p> <p><u>Listen to and Analyze</u> audio and video recordings of Jackie Brenston's "Rocket '88", analyzing the 12-bar blues form, instrumentation, "distorted" electric guitar, Ike Turner's boogie-woogie piano style, and thematic material. (Guiding Question examples: Why is "Rocket '88 regarded by many to be the first recorded rock and roll song? What distinguished the song from other rhythm & blues songs from the same era?)</p> <p><u>Identify</u> instruments of soul music (electric guitar, electric bass, keyboards/organ, drums, brass and woodwind instruments); <u>Review</u> anthropological categories and families of instruments. <u>Relate</u> to soul music instrumentation.</p>	<p>Analyze and describe music of various style periods and vocal and instrumental genres. (6.2)</p> <p>Evaluate musical works using elements of music characteristic to each style period. (7.1)</p> <p>Evaluate musical performances using elements of music characteristic to each style period. (7.2)</p> <p>Demonstrate an understanding of how the elements of music change from one style period to another. (8.1)</p>	<p><u>Rubrics</u></p> <ul style="list-style-type: none"> - Scoring Rubric - Performance Rubric - Completed Self-Assessment Rubric - Portfolio/Project 	<p>Voicethread (for student evaluation/self assessment, discussion) - http://voicethread.com/</p> <p>Glogster EDU - http://edu.glogster.com/</p> <p>RubiStar rubric creator (http://rubistar.4teachers.org/)</p> <p>PBS.org - American Roots Music http://www.pbs.org/americanrootsmusic/index.html</p> <p>Sun Studio.com http://www.sunstudio.com/</p> <p>Rock and Roll Hall of Fame http://rockhall.com/</p> <p>Elvis.com - biography http://www.elvis.com/about-the-king/biography.aspx</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>CONNECT Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. HS.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical context. HS.GM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, culture, and daily life.</p>			
<p><u>Explore</u> the history of the juke box, identifying various designs and manufacturers; <u>Discuss</u> history of Poplar Tunes [record store] its historical significance (sold the first Elvis record, distributed records (45s) to jukeboxes in local establishments); <u>Explore</u> the evolution of music distribution and consumption - from radio to jukeboxes, 45s and LPs (33rpm) to CDs to mp3s); <u>Discuss</u> digital piracy and copyright issues.</p> <p><u>Explore</u> the origins of soul music focusing on the music and history of STAX. <u>Listen to and Analyze</u> exemplary works from Otis Redding, Sam and Dave, The Staple Singers, Booker T. and the MGs, and other significant artists. <u>Identify</u> specific musical influences (blues, gospel, and country) and distinguishing characteristics of soul music</p>	<p>Demonstrate an understanding of the connections between music and disciplines outside the arts. (8.3)</p> <p>Demonstrate an understanding of becoming a responsible consumer of music. (8.4)</p> <p>Explore the reciprocal relationship between music and the influences of history and culture. (9.1)</p>	<p><u>Rubrics</u> - Scoring Rubric - Performance Rubric - Completed Self-Assessment Rubric - Portfolio/Project</p>	<p>Rhythm and Blues.org http://www.rhythmandtheblues.org.uk/public/shadeshistory/</p> <p>TIME - "The Day the Music Died" http://www.time.com/time/arts/article/0,8599,1876542,00.html</p> <p>RubiStar rubric creator (http://rubistar.4teachers.org/)</p>

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