

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.

COURSE: General Music

GRADE LEVEL(s): Grade 6-12

PURPOSE:

The purpose of all music courses in the Shelby County Schools is to develop comprehensive musicianship, in partnership with other core disciplines, with a focus of musical literacy. We believe all students have tremendous potential to learn and enjoy music. While research shows that music helps students develop higher-order skills and increase desire to learn, our driving goal is to empower students to use their minds more creatively by inspiring them to broaden their experiences and enrich their lives.

The 6th – 12th grade General Music program allows students to transfer prior knowledge and skills and to explore and develop their musicianship through various courses of study. These include but are not limited to studies based in the Spotlight on Music textbook and support materials, TMA Keyboard, Guitar, World Drumming, and the series Music, Its Role and Importance in Our Lives.

All 6th-12th General Music classes are elective curricular courses that meet during the school day. Grades 6-8 general music courses are 90-day courses, and High School general music is a 180-day course. For grading purposes, all music students are required to produce and present quality work in one or more of the following formats:

- Public performances
- Visual displays such as poster boards and tri-folds
- Audio and/or video recordings (CD, mp3, DVD)
- Web-based presentations such as blog entries and web site content

GRADE SPECIFIC BENCHMARKS

GRADE 9-12 – General Music/General Music 180-Day

Elective Course

Prerequisite: Grade 6-8 General Music – 90-Day

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>			
Perform: Play, Sing, and Read			Adopted Text: Music: It's Role and Importance in Our Lives (MRIL), Teacher Resource Binder (TRB), Music Theory Handbook (MTH), published by McGraw-Hill/Glencoe

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Identify</p>	<p>Demonstrate the ability to sing alone selected musical examples.</p> <p>Demonstrate knowledge of the technical vocabulary of music.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Small Group Response (V/A, P/P-A) - Self Assessment (V/A, P/P-A) 	<p>MRIL - Unit 1, Chapters 1-3</p> <p>TRB 1-4, 2-2, 2-4, 3-4</p> <p>MRIL - Unit 2, Chapter 5</p> <p>TRB 5-4</p> <p>MRIL - Unit 3, Chapter 6</p> <p>TRB 6-3</p> <p>MRIL - Unit 6, Chapter 17</p> <p>TRB 17-2</p> <p>MTH M-1, R-5</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Sing</p>	<p>Demonstrate the ability to sing alone selected musical examples.</p> <p>Demonstrate the ability to sing in an ensemble selected musical examples.</p> <p>Demonstrate the ability to perform appropriate instrumental musical examples alone.</p> <p>Demonstrate the ability to perform an appropriate instrumental part in an ensemble.</p> <p>Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression</p> <p>Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Performance Critique (V/A, P/P-A) - Checklist/Rating Form (P/P-A) - Sight-Reading Test (V/A, P/P-A) - Visual/Aural Observation (V/A) - Small Group Response (V/A, P/P-A) - Performance Critique (V/A, P/P-A) 	<p>Interdisciplinary Connections</p> <p>Mathematics: Note and rest values as fractions of a whole</p> <p>Physical Science: Physical and acoustical properties of sound and musical tones</p> <p>Physical Science: Tone production methods on various instruments, including the human voice and synthesized sound</p> <p>Music Technology via Pocketrak Audio Recording</p> <p>Smart Music Interactive Software Solo/Ensemble Material</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
			reading or listening. 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.
<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>Identify</p>	<p>Demonstrate the ability to sing alone selected musical examples.</p> <p>Demonstrate knowledge of the technical vocabulary of music.</p> <p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p> <p>Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression.</p> <p>Demonstrate knowledge of the technical vocabulary of music.</p> <p>Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Small Group Response (V/A, P/P-A) - Self Assessment (V/A, P/P-A) 	<p>MRIL - Unit 1, Chapter 1</p> <p>TRB 1-2, 1-3, 1-5, 1-6, 2-6, 3-1</p> <p>MRIL - Unit 2, Chapter 5</p> <p>TRB 5-5</p> <p>MRIL - Unit 3, Chapter 6</p> <p>TRB 6-3</p> <p>MTH M-2, R-1, R-2, R-5, P-2, P-3, P-9, P-10</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Describe</p>	<p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<p>- Visual/Aural Observation (V/A)</p> <p>- Critical Listening as Evidenced by Written Reflection (P/P-A)</p>	<p>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>

RESPOND

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.

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.

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.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Identify</p>	<p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p> <p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.</p> <p>Evaluate the quality and effectiveness of works of music.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Short Answer/Sentence Completion (P/P-A) - Selected Response (Matching, Multiple Choice, T/F) (P/P-A) 	<p>MRIL - Unit 1, Chapter 1</p> <p>TRB 1-2, 1-3, 1-5</p> <p>MRIL - Unit 1, Chapter 2</p> <p>TRB 2-5, 2-6</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>CONNECT</p> <p>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>			



Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Compare and Contrast</p>	<p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.</p> <p>Evaluate the quality and effectiveness of works of music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<p>- Visual/Aural Observation (V/A)</p> <p>- Critical Listening as Evidenced by Written Reflection (P/P-A)</p>	<p>MRIL - Unit 1, Chapter 3</p> <p>TRB 3-2, 3-6</p> <p>MRIL - Unit 6, Chapter 18</p> <p>TRB 18-5</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally Describe listening examples using music vocabulary. (6.3)</p> <p>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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Recall	Distinguish characteristics of each category of Western Music and gain familiarity with the distinct features, musically, socially, economically and politically that gave distinction to each time period. Students should be able to describe in detail various features of each time period, compare and contrast music's progression through each era, and cite examples of major works and composers of each era.	Visual/Aural/Factual Observation (V/A)	MRIL- Unit 6, Chapter 17, 18, 19 A History of Western Music- Grout and Palisca 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.

QUARTER 2**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.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Understand</p>	<p>Demonstrate the ability to identify selected musical examples.</p> <p>Demonstrate the ability to sing in an ensemble selected musical examples.</p> <p>Demonstrate the ability to audibly detect appropriate instrumental musical examples within the recorded sample music.</p> <p>Demonstrate the ability to perform an appropriate instrumental part in an ensemble.</p> <p>Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Small Group Response (V/A, P/P-A) - Performance Critique (V/A, P/P-A) 	<p>MRIL - Unit 1, Chapters 1-3</p> <p>TRB 1-4, 2-2, 2-4, 3-4</p> <p>MRIL - Unit 2, Chapter 5</p> <p>TRB 5-4</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Sing</p>	<p>Demonstrate the ability to individually sing selected musical examples.</p> <p>Demonstrate the ability to sing in an ensemble selected musical examples.</p> <p>Demonstrate the ability to cite and perform appropriate instrumental musical examples.</p> <p>Demonstrate the ability to perform an appropriate instrumental part in an ensemble.</p> <p>Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Performance Critique (V/A, P/P-A) - Checklist/Rating Form (P/P-A) - Sight-Reading Test (P/P-A) 	<p>MRIL - Unit 3, Chapter 6</p> <p>TRB 6-3</p> <p>MRIL - Unit 4, Chapter 10-13</p> <p>TRB 10-2, 10-3, 10-5, 11-5</p> <p>MRIL - Unit 6, Chapter 17</p> <p>TRB 17-2</p> <p>MTH R-4, R-6</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</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>Compare and Contrast</p>	<p>Demonstrate knowledge of the technical vocabulary of music.</p> <p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.</p> <p>Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p> <p>Demonstrate an understanding of the role of technology in creating, producing and listening to music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Critical Listening as Evidenced by Written Reflection (P/P-A) - Portfolio/Project (V/A, P/P-A) 	<p>MRIL - Unit 4, Chapter 10-13</p> <p>TRB 10-8, 11-1, 11-2, 11-6</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally Describe listening examples using music vocabulary. (6.3)</p> <p>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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Identify</p>	<p>Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression.</p> <p>Demonstrate skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.</p> <p>Demonstrate knowledge of the technical vocabulary of music.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Selected Response (Matching, Multiple Choice, T/F) (P/P-A) - Score Notation Test (P/P-A) - Sight-Reading Test (P/P-A) 	<p>MTH R-4, R-6, P-11, P-12</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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>			

SCS Instructional Map

High School General Music

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Improvisation</p>	<p>Demonstrate the ability to perform appropriate instrumental musical examples alone.</p> <p>Demonstrate the ability to perform an appropriate instrumental part in an ensemble.</p> <p>Improvise a simple melody.</p> <p>Improvise a simple variation.</p> <p>Create simple arrangements within specified guidelines..</p> <p>Demonstrate skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (P/P-A) - Checklist/Rating Form (P/P-A) - Small Group Response (V/A, P/P-A) - Performance Critique (V/A, P/P-A) - Performance Rubric (P/P-A) 	<p>MRIL - Unit 4, Chapter 10-13</p> <p>TRB 10-7, 11-8, 12-4</p> <p>MTH P-6, P-7, P-8</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</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>Compare and Contrast</p>	<p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.</p> <p>Evaluate the quality and effectiveness of works of music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<p>Visual/Aural Observation (V/A)</p> <ul style="list-style-type: none"> - Critical Listening as Evidenced by Written Reflection (P/P-A) - Portfolio/Project (V/A, P/P-A) 	<p>MRIL - Unit 4, Chapter 10-13</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally Describe listening examples using music vocabulary. (6.3)</p> <p>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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Concert Etiquette</p>	<p>Evaluate the quality and effectiveness of music performances.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<p>- Formative, Structured Experienced (V/A, P/P-A)</p>	<p>Memphis Symphony Integrated Unit of Study</p> <p>Connexions Website for integration: http://cnx.org/</p> <p>CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
<p>Technology</p>	<p>Demonstrate an understanding of the role of technology in creating, producing and listening to music.</p> <p>Demonstrate comprehension of progressive technology and it's role in music's development and marketing</p>	<p>- Portfolio/Project (V/A, P/P-A)</p> <p>- Short Answer/Sentence Completion (P/P-A)</p> <p>- Audio/Video Recording (V/A)</p> <p>- Critical Listening as Evidenced by Written Reflection (P/P-A)</p>	<p>MRIL-Unit 7 Chapter 21</p> <p>Music Technology via Pocketrak Audio Recording</p> <p>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

QUARTER 3

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<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>			

SCS Instructional Map

High School General Music

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Sing</p>	<p>Demonstrate the ability to sing alone selected musical examples.</p> <p>Demonstrate the ability to sing in an ensemble selected musical examples.</p> <p>Demonstrate the ability to perform appropriate instrumental musical examples alone.</p> <p>Demonstrate the ability to perform an appropriate instrumental part in an ensemble.</p> <p>Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression.</p> <p>Demonstrate knowledge of the technical vocabulary of music.</p> <p>Evaluate the quality and effectiveness of music performances</p> <p>Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Performance Critique (V/A, P/P-A) - Performance Rubric (P/P-A) - Checklist/Rating Form (P/P-A) - Sight-Reading Test (P/P-A) - Audio/Video Recording (V/A) - Small Group Response (V/A, P/P-A) 	<p>MRIL - Unit 4, Chapter 10-13</p> <p>TRB 13-2, 13-4</p> <p>MRIL - Unit 5, Chapter 14-16</p> <p>TRB 14-6, 14-7</p> <p>MTH M-3, M-4, R-3</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Movement	<p>Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Small Group Response (V/A, P/P-A) - Performance Critique (V/A, P/P-A) 	<p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</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>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Analyze</p>	<p>Demonstrate knowledge of the technical vocabulary of music.</p> <p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.</p> <p>Evaluate the quality and effectiveness of works of music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Critical Listening as Evidenced by Written Reflection (P/P-A) - Small Group Response (V/A, P/P-A) 	<p>MRIL - Unit 4, Chapter 10-13</p> <p>TRB 13-2, 13-3, 13-7</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Compare and Contrast</p>	<p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.</p> <p>Evaluate the quality and effectiveness of works of music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<p>- Visual/Aural Observation (V/A)</p> <p>- Critical Listening as Evidenced by Written Reflection (P/P-A)</p>	<p>MRIL - Unit 5, Chapter 14-16</p> <p>TRB 14-1, 14-2, 14-6, 14-8, 16-1, 16-2</p> <p>MTH P-13, P-14, P-15, P-16, K-1, H-1, H-2, H-3, H-4, H-5, H-6, H-(7-18)</p> <p>Memphis Symphony Integrated Unit of Study</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally Describe listening examples using music vocabulary. (6.3)</p> <p>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.</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>Compose</p>	<p>Demonstrate the ability to sing alone selected musical examples.</p> <p>Demonstrate the ability to sing in an ensemble selected musical examples.</p> <p>Demonstrate the ability to perform appropriate instrumental musical examples alone.</p> <p>Demonstrate the ability to perform an appropriate instrumental part in an ensemble.</p> <p>Compose simple pieces of music within specified guidelines.</p> <p>Demonstrate skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.</p> <p>Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p> <p>Demonstrate an understanding of the role of technology in creating, producing and listening to music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p> <p>Examine the evolution of American musical genres and cite well-known musicians associated with them.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Small Group Response (V/A, P/P-A) - Performance Critique (V/A, P/P-A) - Performance Rubric (P/P-A) - Checklist/Rating Form (P/P-A) - Portfolio/Project (V/A, P/P-A) - Audio/Video Recording (V/A) 	<p>MRIL - Unit 5, Chapter 14-16 TRB 14-7, 15-3</p> <p>MTH K-2, K-3, K-4, K-5, H-1, H-2, H-3, H-4, H-5, H-6, H-(7-18)</p> <p>Interdisciplinary connections: Mathematics: Note and rest values as fractions of a whole</p> <p>Physical Science: Wave frequency and amplitude</p> <p>Memphis Symphony Integrated Unit of Study: 20th Century</p> <p>Smart Music Interactive Software Solo/Ensemble Material</p> <p>Music Technology via Sibelius Notation Software</p> <p>Music Technology via Pocketrak Audio Recording</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
			<p>presented in diverse media and formats, including visually and quantitatively, as well as in words.¹</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>CONNECT</p> <p>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>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
School and Community	Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.	<ul style="list-style-type: none"> - Class Discussion/ Group Critique (V/A, P/P-A) - Small Group Response (V/A, P/P-A) 	MRIL - Unit 4, Chapter 10-13 TRB 12-5, 12-6, 13-5, 13-6 CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹
Career	Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.	<ul style="list-style-type: none"> - Class Discussion/ Group Critique (V/A, P/P-A) - Written Reflection/Journal Entry (P/P-A) - Small Group Response (V/A, P/P-A) 	MTH K-11 Connexions Website for integration: http://cnx.org/ CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Compare and Contrast</p>	<p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.</p> <p>Evaluate the quality and effectiveness of works of music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Critical Listening as Evidenced by Written Reflection (P/P-A) - Portfolio/Project (V/A, P/P-A) 	<p>MRIL - Unit 5, Chapter 14-16</p> <p>TRB 14-2, 14-3, 14-4, 14-7, 15-1, 15-2, 15-4, 15-5, 16-3, 16-4</p> <p>Mathematics: Calculation of interval size</p> <p>Music Technology via Pocketrak Audio Recording</p> <p>Music Technology via Sibelius Notation Software</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally Describe listening examples using music vocabulary. (6.3)</p> <p>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</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
			or expression.
QUARTER 4			
<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>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Perform</p>	<p>Demonstrate the ability to sing alone selected musical examples.</p> <p>Demonstrate the ability to sing in an ensemble selected musical examples.</p> <p>Demonstrate the ability to perform appropriate instrumental musical examples alone.</p> <p>Demonstrate the ability to perform an appropriate instrumental part in an ensemble.</p> <p>Evaluate the quality and effectiveness of music performances.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Performance Critique (V/A, P/P-A) - Performance Rubric (P/P-A) - Audio/Video Recording (V/A) 	<p>MRIL - Unit 6, Chapter 17-19 TRB 17-2, 18-3,</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Sing</p>	<p>Demonstrate the ability to sing alone selected musical examples.</p> <p>Demonstrate the ability to sing in an ensemble selected musical examples.</p> <p>Demonstrate the ability to perform appropriate instrumental musical examples alone.</p> <p>Demonstrate the ability to perform an appropriate instrumental part in an ensemble.</p> <p>Evaluate the quality and effectiveness of music performances</p> <p>Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Performance Critique (V/A, P/P-A) - Performance Rubric (P/P-A) - Checklist/Rating Form (P/P-A) - Sight-Reading Test (V/A, P/P-A) - Audio/Video Recording (V/A) - Small Group Response (V/A, P/P-A) 	<p>MRIL - Unit 7, Chapter 20-22 TRB 20-2, 22-2, 22-3</p> <p>Interdisciplinary Connections Mathematics: Note and rest values as fractions of a whole CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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. 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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Move</p>	<p>Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Small Group Response (V/A, P/P-A) - Performance Critique (V/A, P/P-A) 	<p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹</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>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Analyze</p>	<p>Demonstrate knowledge of the technical vocabulary of music.</p> <p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.</p> <p>Evaluate the quality and effectiveness of works of music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Critical Listening as Evidenced by Written Reflection (P/P-A) - Small Group Response (V/A, P/P-A) 	<p>MRIL - Unit 7, Chapter 20-22</p> <p>TRB 20-1, 21-1, 21-2, 22-1, 22-4</p> <p>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.</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Compare and Contrast</p>	<p>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.</p> <p>Evaluate the quality and effectiveness of works of music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<p>- Visual/Aural Observation (V/A)</p> <p>- Critical Listening as Evidenced by Written Reflection (P/P-A)</p>	<p>MTH P-17, P-18, P-19, P-20, P-21</p> <p>Interdisciplinary connections:</p> <p>Physical Science: Tone production methods on various instruments, including the human voice and synthesized sound</p> <p>Memphis Symphony Integrated Unit of Study</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally Describe listening examples using music vocabulary. (6.3)</p> <p>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.</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>Compose</p>	<p>Demonstrate the ability to sing alone selected musical examples.</p> <p>Demonstrate the ability to sing in an ensemble selected musical examples.</p> <p>Demonstrate the ability to perform appropriate instrumental musical examples alone.</p> <p>Demonstrate the ability to perform an appropriate instrumental part in an ensemble.</p> <p>Demonstrate skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.</p> <p>Evaluate the quality and effectiveness of works of music.</p> <p>Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p> <p>Demonstrate an understanding of the role of technology in creating, producing and listening to music.</p> <p>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.</p> <p>Examine the evolution of American musical genres and cite well-known musicians associated with them.</p>	<p>Visual/Aural Observation (V/A)</p> <ul style="list-style-type: none"> - Small Group Response (V/A, P/P-A) - Performance Critique (V/A, P/P-A) - Performance Rubric (P/P-A) - Checklist/Rating Form (P/P-A) - Portfolio/Project (V/A, P/P-A) - Audio/Video Recording (V/A) 	<p>MRIL - Unit 7, Chapter 20-22 TRB 20-2, 22-5</p> <p>MTH K-5, K-6, K-7, K-8, K-9</p> <p>Interdisciplinary Connections Music Technology via Pocketrak Audio Recording</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Improvise</p>	<p>Improvise a simple melody.</p> <p>Improvise a simple variation.</p> <p>Compose simple pieces of music within specified guidelines.</p> <p>Create simple arrangements within specified guidelines..</p> <p>Demonstrate skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Checklist/Rating Form (P/P-A) - Small Group Response (V/A, P/P-A) - Performance Critique (V/A, P/P-A) - Performance Rubric (P/P-A) 	<p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>CONNECT</p> <p>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>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><u>Research</u></p>	<p>Demonstrate an understanding of the role of technology in creating, producing and listening to music.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<p>Visual/Aural Observation (V/A)</p> <p>- Portfolio/Project (V/A, P/P-A)</p> <p>- Audio/Video Recording (V/A)</p>	<p>MRIL - Unit 7, Chapter 20-22</p> <p>TRB 20-3, 21-2, 21-3, 22-5, 22-6</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally Describe listening examples using music vocabulary. (6.3)</p> <p>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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Financing</p>	<p>Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p> <p>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures.</p>	<ul style="list-style-type: none"> - Visual/Aural Observation (V/A) - Portfolio/Project (V/A, P/P-A) - Short Answer/Sentence Completion (P/P-A) -Evaluation from area-related professionals (V/A, P/P-A) -Personal Assessment (V/A, P/P-A) 	<p>MTH K-10, K-11</p> <p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally Describe listening examples using music vocabulary. (6.3)</p> <p>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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Binary form, Ternary form, Canon, Chantey, Jig, Minuet, Opus, Ragtime, Sonatina, Spiritual, Symphony	<ul style="list-style-type: none"> • write definitions of the forms of music that they have been playing this year in book 3a and 3b • listen to recordings or watch videos of professional performances of pieces in the forms studied 	Students should take a pre and posttest about the forms of the pieces they have studied in book 3a and 3b or they may right a short essay about the history of the form of their favorite piece that they played in their book this year.	Faber - <i>Piano Adventures</i> 3a & 3b Faber - <i>The Developing Artist Series</i> Piano Literature Book 2 In Recital solos and duets - Book 3 - Late Elementary Faber - <i>The Developing Artist Series</i> Piano Literature Book 2 FJH <i>Spotlight on Duets</i> Book 3 Journey Through the Classics, Book 2 & 3 Wikipedia Gaggle Tube CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹ CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.