

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.

QUARTER 1

UNIT 1

Unit Outcomes	<p>Domain: Perform I can read and notate standard notation, perform basic notation with proper fundamentals, understand written pitch vs. concert pitch, explain the sight reading process, and perform basic sight reading independently and in an ensemble.</p> <p>Domain: Connect I can discuss how music is related to other arts disciplines and discuss how music is connected to daily life.</p>		
Sample Essential Questions	<p>How does my written pitch relate to concert pitch? What is a musician's role in society? How does one's technique influence performance? How is music related to other art disciplines? Why is the sight-reading process an important part of musical development?</p>		
Foundations and Standards	<p>P2: Develop and refine artistic techniques and work for presentation 6.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. 6.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. 6.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. 6.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. Cn2: Relate artistic ideas and works with societal, cultural, and historical context. 6.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		
Academic Vocabulary	<p>Names of all instruments, embouchure, time signature, bar line, measure, ledger line, staff, treble clef, bass clef, whole note, whole rest, half note, half rest, quarter note, quarter rest, accidental, sharp, flat, natural, double bar line, repeat, score, system, rhythm, melody, harmony, sight-reading, posture</p>		
Assessments	<ul style="list-style-type: none"> • Teacher checks for understanding • Written responses to assessment questions • Student performance using rubric for evaluation • Student sight reading 	<p>Sample Checkpoints</p>	<ul style="list-style-type: none"> • Define and apply academic vocabulary • Demonstrate proper instrument maintenance • Produce fundamental tone and standard articulations • Demonstrate correct posture, breath control, hand position, and instrument carriage • Demonstrate an understanding of basic elements associated with successful sight-reading • Identify notes (by name) on a staff
Resources & Technology	<p>www.sightreadingfactory.com www.musictheory.net https://musicnotationsymbols.files.wordpress.com/2011/12/music-notation-symbols-ebook1.pdf www.musictechteacher.com</p>		

Intergration	www.teoria.com www.gmajormusictheory.org www.wtsboa.org Premier Performance- Ed Sueta		
Cross-Curricular Connections	<ol style="list-style-type: none"> 1. CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 3. CCSS.ELA-Literacy.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 		
QUARTER 1			
UNIT 2			
Unit Outcomes	Domain: Perform I can perform simple notation with attention to tempi and dynamic contrast; perform with attention to balance as a member of a musical ensemble. Domain: Create I can understand the relationship between music composition and performance; create simple phrase endings for a selected piece of music; use compositional techniques to create simple melodies.		
Sample Essential Questions	Why is it important to perform with contrast in music? What is balance and why is it important to performing in an ensemble? What is a four measure phrase and why is it widely used in music? What are some common characteristics of melodic phrases and what are some ways composers create melodies?		
Foundations and Standards	P2: Develop and refine artistic techniques and work for presentation 6.IM.P2.A ; 6.IM.P2.B ; 6.IM.P2.C; 6.IM.P2.D P3: Convey and express meaning through the performance of artistic work 6.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. Cr2: Organize and develop artistic ideas and work 6.IM.Cr2.A Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s).		
Academic Vocabulary	tempo, dynamics, crescendo, decrescendo, piano, forte, mezzo piano, mezzo forte, pianissimo, fortissimo, diminuendo, allegro, andante, largo, fermata		
Assessments	<ul style="list-style-type: none"> • Teacher checks for understanding • Written responses to assessment questions • Student performance using rubric for evaluation 	Sample Checkpoints	<ul style="list-style-type: none"> • Identify and demonstrate an understanding of selected dynamic and tempo markings • Create, select, and refine the final two measures for a four-measure melody within specified guidelines

Resources & Technology Intergration	https://composecreate.com/students/wendys-piano-studio/teaching-resources/rhythm-worksheets/ https://musicnotationsymbols.files.wordpress.com/2011/12/music-notation-symbols-ebook1.pdf www.sightreadingfactory.com www.musictheory.net www.musictechteacher.com www.teoria.com www.gmajormusictheoy.org		
Cross-Curricular Connections	<ol style="list-style-type: none"> 1. CCSS.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. 2. CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 3. CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats 		
QUARTER 2			
UNIT 1			
Unit Outcomes	<p>Domain: Perform I can define criteria used for music selection.</p> <p>Domain: Respond I can identify interests that lead to selecting music.</p> <p>Domain: Connect I can discuss how composers' experiences lead them to making compositional decisions.</p>		
Sample Essential Questions	<p>How does a composer's life influence their compositions? What criteria are used to select music? What style of music do you enjoy listening to and why? What are some characteristics of different periods of music composition?</p>		
Foundations and Standards	<p>6.IM.P2.A ; 6.IM.P2.B ; 6.IM.P2.C; 6.IM.P2.D</p> <p>6.IM.P1.A Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>6.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.</p> <p>6.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p>		
Assessments & Checkpoints	<ul style="list-style-type: none"> • Teacher checks for understanding • Written responses to assessment questions • Student performance using rubric for evaluation <p>Student sight reading</p>	Sample Checkpoints	<p>Demonstrate an understanding of different musical periods. Identify criteria used for music selection. Select a composer and study their compositional style throughout different periods.</p>
Resources & Technology Intergration	www.sightreadingfactory.com www.musictheory.net https://musicnotationsymbols.files.wordpress.com/2011/12/music-notation-symbols-ebook1.pdf www.musictechteacher.com www.teoria.com		

	www.gmajormusictheoy.org www.wtsboa.org Premier Performance- Ed Sueta		
Cross-Curricular Connections	1. CCSS.ELA-Literacy.W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts. 2. CCSS.ELA-Literacy.W.6.2.e Establish and maintain a formal style. 3. CCSS.ELA-Literacy.W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.		
QUARTER 2			
UNIT 2			
Unit Outcomes	Domain: Perform I can make independent musical decisions; justify performance practice; know the individual performer's role in an ensemble performance.		
Sample Essential Questions	What symbols in music affect performance practice? Why do composers use musical symbols as part of their composition?		
Foundations and Standards	6.IM.P2.A ; 6.IM.P2.B ; 6.IM.P2.C; 6.IM.P2.D 6.IM.P1.B Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identify and perform basic elements related to musical events such as tempo, dynamics, orchestration, and modulation. 6.IM.P1.C Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.		
Assessments	<ul style="list-style-type: none"> • Teacher checks for understanding • Written responses to assessment questions • Student performance using rubric for evaluation Student sight reading	Sample Checkpoints	Identify different interpretation symbols and describe their differences. Explain why composers use different symbols in music.
Resources & Technology Integration	www.sightreadingfactory.com www.musictheory.net https://musicnotationsymbols.files.wordpress.com/2011/12/music-notation-symbols-ebook1.pdf www.musictechteacher.com www.teoria.com www.gmajormusictheoy.org www.wtsboa.org Premier Performance- Ed Sueta		
Cross-Curricular Connections	1. CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone		

	3. CCSS.ELA-Literacy.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
QUARTER 3			
UNIT 1			
Unit Outcomes	<p>Domain: Perform I can perform sight reading examples with technical accuracy; perform improvisations with appropriate tone and intonation.</p> <p>Domain: Respond I can describe various compositional techniques used in music and detail the skills and knowledge needed to sight read effectively.</p> <p>Domain: Create I can improvise basic rhythms over a given chord using one or more pitches.</p>		
Sample Essential Questions	What is improvisation and what is its role in the performance of music?		
Foundations and Standards	<p>6.IM.P2.A ; 6.IM.P2.B ; 6.IM.P2.C; 6.IM.P2.D</p> <p>6.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p>6.IM.Cr1.A Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describe the fundamental concepts of improvisation. Create a variation of a simple rhythmic pattern. Improvise a solo over a given chord (using one or more pitches). Understand individual instrument transposition (concert pitch versus actual pitch).</p>		
Assessments	<ul style="list-style-type: none"> Teacher checks for understanding Written responses to assessment questions Student performance using rubric for evaluation Student sight reading 	Sample Checkpoints	Describe why improvisation is heavily used in jazz music. Improvise over basic chords. Explain the differences between concert pitch and written pitch.
Resources & Technology Integration	<p>www.sightreadingfactory.com</p> <p>www.musictheory.net</p> <p>https://musicnotationsymbols.files.wordpress.com/2011/12/music-notation-symbols-ebook1.pdf</p> <p>www.musictechteacher.com</p> <p>www.teoria.com</p> <p>www.gmajormusictheory.org</p> <p>www.wtsboa.org</p> <p>Premier Performance- Ed Sueta</p>		
Cross-Curricular Connections	<p>1. CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>3. CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and</p>		

	visual displays in presentations to clarify information.		
QUARTER 3			
UNIT 2			
Unit Outcomes	<p>Domain: Perform I can implement effective practice strategies in order to grow musically; discuss why it is important to develop personal goals for improvement; design an effective practice routine.</p> <p>Domain: Create I can identify ways composers archive and record their work; describe the steps involved in publishing creative works.</p>		
Sample Essential Questions	<p>What are some ways composers preserve their work? How do composers use music technology in order to promote and publish their works? Why is a practice routine important? How can I develop a personal practice plan? How do I prioritize my practice sessions?</p>		
Foundations and Standards	<p>6.IM.P2.A ; 6.IM.P2.B ; 6.IM.P2.C; 6.IM.P2.D</p> <p>6.IM.Cr2.B Preserve draft compositions and improvisations through standard notation and/or recording technology.</p> <p>6.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria.</p>		
Assessments	<ul style="list-style-type: none"> Teacher checks for understanding Written responses to assessment questions Student performance using rubric for evaluation <p>Student sight reading</p>	Sample Checkpoints	<p>Explain the steps to an effective practice routine. Describe ways composers preserve their work.</p>
Resources & Technology Integration	<p>www.sightreadingfactory.com www.musictheory.net https://musicnotationsymbols.files.wordpress.com/2011/12/music-notation-symbols-ebook1.pdf www.musictechteacher.com www.teoria.com www.gmajormusictheory.org www.wtsboa.org</p> <p>Premier Performance- Ed Sueta</p>		
Cross-Curricular Connections	<p>CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>CCSS.ELA-Literacy.W.6.6(a) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others</p>		

QUARTER 4			
UNIT 1			
Unit Outcomes	<p>Domain: Perform I can perform music in four settings (solo, small ensemble, large ensemble, and improvisational) using techniques and skills learned in Units 1-3; demonstrate the ability to complete routine and preventative maintenance on chosen instrument; perform 2 or more major scales and/or rudiments from memory.</p> <p>Domain: Respond I can describe how personal choices influence the artistic process.</p> <p>Domain: Connect I can share personally developed melodic and rhythmic ideas/motives.</p>		
Sample Essential Questions	<p>Why are major scales an important part of the learning process? How does routine and preventative maintenance keep one's instrument in performing condition? Why is it important to care for one's instrument? What are stages of the artistic process?</p>		
Foundations and Standards	<p>6.IM.P2.A ; 6.IM.P2.B ; 6.IM.P2.C; 6.IM.P2.D 6.IM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process. 6.IM.Cr3.B Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>		
Assessments	<ul style="list-style-type: none"> • Teacher checks for understanding • Written responses to assessment questions • Student performance using rubric for evaluation • Play major scales 	Sample Checkpoints	<p>Describe ways musicians can add their personal style to music. Explain how major scales are constructed.</p>
Resources & Technology Integration	<p>www.sightreadingfactory.com www.musictheory.net https://musicnotationsymbols.files.wordpress.com/2011/12/music-notation-symbols-ebook1.pdf www.musictechteacher.com www.teoria.com www.gmajormusictheory.org www.wtsboa.org</p> <p>Premier Performance- Ed Sueta</p>		
Cross-Curricular Connections	<ol style="list-style-type: none"> 1. CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 2. CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 3. CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 		
QUARTER 4			

UNIT 2			
Unit Outcomes	<p>Domain: Perform I can demonstrate awareness of the context of music through prepared performances.</p> <p>Domain: Respond I can explain the role of musicians through different time periods; compare and contrast different music careers; describe different styles of music; evaluate a musical performance using selected criteria.</p>		
Sample Essential Questions	<p>How do musicians evaluate performances? What are some careers in the music industry? What training is required for the different music careers? What was the role of the musician during different time periods?</p>		
Foundations and Standards	<p>6.IM.P2.A ; 6.IM.P2.B ; 6.IM.P2.C; 6.IM.P2.D</p> <p>6.IM.P3.B Demonstrate an awareness of the context of music through prepared and/or improvised performances.</p> <p>6.IM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p>		
Assessments	<ul style="list-style-type: none"> Teacher checks for understanding Written responses to assessment questions Student performance using rubric for evaluation 	Sample Checkpoints	Describe how the role of the musician has changed over time. Identify different careers in the music industry.
Resources & Technology Integration	<p>www.sightreadingfactory.com www.musictheory.net https://musicnotationsymbols.files.wordpress.com/2011/12/music-notation-symbols-ebook1.pdf www.musictechteacher.com www.teoria.com www.gmajormusictheory.org www.wtsboa.org</p> <p>Premier Performance- Ed Sueta</p>		
Cross-Curricular Connections	<ol style="list-style-type: none"> CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CCSS.ELA-Literacy.W.6.2.e Establish and maintain a formal style. CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 		