## 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.

This guide provides resources and strategies for expectations towards State Standards.  Autonomy to exceed pacing and content is assumed provided student performance indicators are met.

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## 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

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**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, It's 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 6** - General Music/General Music 90-Day

**Elective Course**

**Prerequisite**:  None

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
| --- | --- | --- | --- |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| **QUARTER 1** | | | |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
| --- | --- | --- | --- |

**2018 Standards**

**PERFORM**
**Foundation P1**
**Select, analyze, and interpret artistic work for performance.**
6.GM.P1.A Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
6.GM.P1.B Explain how understanding the structure and the elements of music are used in music selected for performance.
6.GM.P1.C Perform a selected piece of music, demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**Foundation P2**
**Develop and refine artistic techniques and work for performance.**
6.GM.P2.A Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

**Foundation P3**
**Convey and express meaning through the performance of artistic work.**
6.GM.P3.A Perform music with technical accuracy to convey the creator's intent.
6.GM.P3.B Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

**CREATE**
**Foundation Cr1**
**Generate and conceptualize artistic ideas and work.**
6.GM.Cr1.A Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

**Foundation Cr2**
**Organize and develop artistic ideas and work.**
6.GM.Cr2.A Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
6.GM.Cr2.B Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two- chord harmonic musical ideas.

**Foundation Cr3**
**Refine and complete artistic work.**
6.GM.Cr3.A Self-evaluate one's work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources.

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
| --- | --- | --- | --- |

6.GM.Cr3.B Describe the rationale for making revisions to music, based on evaluation criteria and feedback from a teacher.
6.GM.Cr3.C Present the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

**RESPOND**
**Foundation R1**
**Perceive and analyze artistic work.**
6.GM.R1.A Select or choose music to listen to, and explain the connections to specific interests or experiences for a specific purpose.
6.GM.R1.B Describe how the elements of music and expressive qualities relate to the structure of the pieces.
6.GM.R1.C Identify the context of music from a variety of genres, cultures, and historical periods.

**Foundation R2**
**Interpret intent and meaning in artistic work.**
6.GM.R2.A Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

**Foundation R3**
**Apply criteria to evaluate artistic work.**
6.GM.R3.A Apply teacher-provided criteria to evaluate musical works or performances.

**CONNECT**
**Foundation Cn1**
**Synthesize and relate knowledge and personal experiences to artistic endeavors.**
6.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.**
6.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| **Singing** | Demonstrate the ability to sing alone selected musical examples. (1.1)<br><br>Demonstrate the ability to sing in an ensemble selected musical examples. (1.2)<br><br><br><br>Demonstrate the ability to perform appropriate instrumental musical examples alone. (2.1)<br><br>Demonstrate the ability to perform an appropriate instrumental part in an ensemble. (2.2)<br><br>Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression. (5.1) | Visual/Aural Observation (audio recording, peer evaluation/self assessment) (V/A)<br><br><br>Scoring Rubric (P/P-A)<br><br>Self Assessment (P/P-A)<br><br><br>Selected Response (Matching, Multiple Choice, T/F) (P/P-A) | TP – Lessons 1-8<br>SOM – Concepts, Unit 1, Lessons 1-4<br>Teacher-generated sight reading charts, unison and two-part exercises<br>SOM – Concepts, Unit 2<br>The Practice Room - online sight reading resource (http://thepracticeroom.net/practice-now-for-free/)<br>RubiStar rubric creator (http://rubistar.4teachers.org/)<br>Practice Sight Reading.com - online sight reading resource (www.practicesightreading.com)<br><br>theoria.com - theory tutorials and activities<br>http://www.teoria.com/index.html<br><br>The Practice Room.net - online sight reading/sight singing resource<br>http://thepracticeroom.net/<br><br>CCSS.ELA-Literacy.CCRA.L.5<br>Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.<br><br>CCSS.ELA-Literacy.CCRA.L.3<br>**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.<br>CCSS.ELA-Literacy.CCRA.SL.1<br>**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.<br>CCSS.ELA-Literacy.CCRA.R.10<br>Read and **comprehend** complex literary and informational texts |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| | | | independently and proficiently. |
| **Respond: Listen/Evaluate** | | | |
| **Identify** | Listen to a varied repertoire of music representing diverse genres and cultures. (6.1)<br><br>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures. (6.2)<br><br>Describe listening examples using music vocabulary. (6.3) | Short Answer and Sentence Completion (P/P-A)<br><br>Class Discussion/Group Critique (V/A, P/P-A)<br><br>Student- and teacher-generated evaluation documents and "journal" writing (critical thinking) | ITP – Lessons 1-8<br><br>SOM – Concepts, Unit 2<br><br>ITP – Lesson 6<br><br>Music Theory.net<br>http://www.musictheory.net/lessons/15<br><br>CCSS.ELA-Literacy.CCRA.L.6<br>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.<br>CCSS.ELA-Literacy.CCRA.SL.2<br>**Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally<br><br>CCSS.ELA-Literacy.CCRA.L.5<br>Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| **Evaluate** | The student will be able to establish criteria for evaluating music and justify personal preferences, verbally and non-verbally. | Evaluate the quality and effectiveness of works of music. (7.1)<br><br>Explore the relationship between music and other art disciplines. (8.1)<br><br>Explore the relationship between music and other academic disciplines (language arts). (8.2)<br><br>Explore the use of technology in today's music. (8.3) | **Primer Performance 1**<br>  • **Reading Music pg. 5**<br>  • **5-note /rhythmic variation pg. 11**<br>  • **Rhythm Composition pg. 13 #29**<br>CCSS.ELA-Literacy.CCRA.SL.2<br>**Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Create: Arrange, Compose, Improvise, and Notate | | | |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| **Improvise** | Improvise a simple melody. (3.1)<br><br>Demonstrate the ability to perform appropriate instrumental musical examples alone. (2.1)<br><br>Demonstrate skills in notating musical examples using standard notation that include rhythm, melody and symbols of musical expression. (5.2)<br><br>Compose simple pieces of music. (4.1)<br><br>Demonstrate skills in notating musical examples using standard notation that include rhythm, melody and symbols of musical expression. (5.2) | • On-Demand Performance (V/A, P/P-A) Scoring Rubric (P/P-A) Visual/Aural Observation (audio recording, video recording, peer evaluation/self assessment) (V/A) | ITP – Lessons 1 and 5<br><br>SOM – Concepts, Unit 1, Lesson 6<br><br>Music Theory.net<br>http://www.musictheory.net/lessons/15<br><br>MuseScore.org<br>http://musescore.org/<br><br>RubiStar rubric creator<br>(http://rubistar.4teachers.org/)<br><br>Aviary Roc - online music creator<br>http://www.aviary.com/online/music-creator/<br><br>CCSS.ELA-Literacy.CCRA.R.7<br>**Integrate** and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]<br><br>CCSS.ELA-Literacy.CCRA.W.4<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>CCSS.ELA-Literacy.CCRA.R.10<br>Read and **comprehend** complex literary and informational texts independently and proficiently.<br>CCSS.ELA-Literacy.CCRA.SL.6<br>**Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| **Connect: Relate and Apply** | | | |
| **Identify** | Explore the relationship between music and other art disciplines. (8.1)<br><br><br>Explore the relationship between music and other academic disciplines. (8.2) | Small Group Response (V/A, P/P-A)<br><br><br>Scoring Rubric (P/P-A) | ITP – Lessons 1-3<br><br><br>SOM – Concepts, Unit 1, Lesson 1<br><br>CCSS.ELA-Literacy.CCRA.L.3<br>**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. |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| **Demonstrate** | Explore the characteristics of music genres and styles within their historical and cultural settings. (9.1)<br><br>Examine the role of music in world cultures. (9.3)<br><br>Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. (9.3)<br><br>Explore the relationship between music and other art disciplines. (8.1) | Visual Observation (V/A, P/P-A) (peer evaluation/self assessment)<br><br>Formative, Structured Experienced (V/A, P/P-A)<br><br>Class Discussion/ Group Critique (V/A, P/P-A) | ITP – Lesson 5<br>SOM – Teacher to incorporate into Concepts, Unit 4, Lesson 7<br><br>ITP – To be incorporated into lesson 4 by teacher<br><br>RubiStar rubric creator (http://rubistar.4teachers.org/)<br><br>CCSS.ELA-Literacy.CCRA.SL.2<br>**Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally<br>CCSS.ELA-Literacy.CCRA.R.7<br>**Integrate** and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1] |
| **QUARTER 2** | | | |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| **Perform** | Demonstrate the ability to perform appropriate instrumental musical examples alone. (2.1)<br><br>Demonstrate skills in interpreting notated musical examples that include rhythm, melody, and symbols of musical expression. (5.1)<br><br>Demonstrate the ability to perform an appropriate instrumental part in an ensemble. (2.2)<br><br>Demonstrate skills in interpreting notated musical examples that include rhythm, melody, and symbols of musical expression. (5.1)<br><br>Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures. (9.1)<br><br>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures. (6.2) Explore the relationship between music and other art disciplines. (8.1) | Checklist/Rating Form (P/P-A)<br><br>Peer Group Assessment (V/A, P/P-A)<br><br>Small Group Response (V/A, P/P-A)<br><br>Visual/Aural Observation (audio recording, video recording, peer evaluation/self assessment)<br><br>(V/A)<br><br>Scoring Rubric (P/P-A) | ITP – Lessons 2-8<br><br>SOM – Music Reading, Unit 1<br><br>SOM – Performance, Themes 1, 2<br><br>ITP – Lessons 1-8<br><br>SOM – Concepts, Unit 3<br><br>The Practice Room - online sight reading resource (http://thepracticeroom.net/practice-now-for-free/)<br><br>RubiStar rubric creator (http://rubistar.4teachers.org/)<br><br>Practice Sight Reading.com - online sight reading resource (www.practicesightreading.com)<br>theoria.com - theory tutorials and activities http://www.teoria.com/index.html<br><br>CCSS.ELA-Literacy.CCRA.R.7<br>**Integrate** and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]<br><br>CCSS.ELA-Literacy.CCRA.L.5<br>Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.<br><br>CCSS.ELA-Literacy.CCRA.R.10<br>Read and **comprehend** complex literary and informational texts independently and proficiently.<br><br>CCSS.ELA-Literacy.CCRA.L.3<br>**Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| | | | **meaning or style**, and to comprehend more fully when reading or listening. |
| **Technical Vocabulary** | I can:<br>Describe musical examples using appropriate vocabulary/terminology. 6.1.1<br><br>Describe, verbally, or through writing/drawing/mapping, the main events within a musical example using appropriate vocabulary/terminology.  6.2.2 | • The students will create a musical vocabulary list inclusive of all dynamics, tempi, and stylistic and stylistic terms.<br>• Students will create a simple concert march format inclusive of:<br>• Introduction, 1st Strain, 2nd Strain, Trio, 1st Endings and 2nd Endings. | **Premier Performance 1**<br><br>• **Music Dictionary pg. 48**<br>Arts Infusion - Language Arts: Musical Terms and additional diacritical markings<br>• Math:  Rhythmic meter, notational values, counting beats per measure<br>• Social Studies:  Analyzing and describing musical literature of varied styles, diverse cultures and genres.<br>• Science:  Intonation, sound waves<br>CCSS.Math.Content.6.RP.A.2<br>CCSS.ELA-Literacy.RI.6.4<br><br>CCSS.ELA-Literacy.CCRA.L.6<br>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. |
| **Respond: Listen/Evaluate** | | | |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| **Identify** | Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression. (5.1)<br><br>Analyze aural examples of a varied repertoire of music representing diverse genres and cultures. (6.2)<br><br>Describe listening examples using music vocabulary. (6.3) | Rhythm and Notation Test – Written and Aural (V/A, P/P-A)<br><br>Critical Listening as Evidenced by Written Reflection (P/P-A)<br><br>Small Group Response (V/A, P/P-A) | ITP – Lessons 1-8<br><br>SOM – Music Reading, Units 1, 2<br><br>ITP – Lesson 6<br><br>SOM – Concepts, Unit 5<br><br>RubiStar rubric creator (http://rubistar.4teachers.org/)<br><br>CCSS.ELA-Literacy.CCRA.L.6<br>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.<br>CCSS.ELA-Literacy.CCRA.R.7<br>**Integrate** and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]<br><br>CCSS.ELA-Literacy.CCRA.L.5<br>Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |

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|---|---|---|---|
| **Analyze** | Compose simple pieces of music within specified guidelines. (4.1)<br><br>Demonstrate skills in interpreting notated musical examples that include rhythm, melody, and symbols of musical expression. (5.1)<br><br><br>Demonstrate skills in notating musical examples using standard notation that include rhythm, melody and symbols of musical expression. (5.2) | Time Signatures Test (P/P-A)<br><br>Checklist/Rating Form (P/P-A)<br><br>Scoring Rubric (P/P-A) | ITP – Lessons 1-8<br><br>SOM – Music Reading, Unit 5<br><br>Music Theory.net<br>http://www.musictheory.net/lessons/15<br><br>CCSS.ELA-Literacy.CCRA.L.5<br>Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.<br><br>CCSS.ELA-Literacy.CCRA.W.4<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Create: Arrange, Compose, Improvise, and Notate** | | • | |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| **Notate** | Demonstrate skills in notating musical examples using standard notation that include rhythm, melody and symbols of musical expression. (5.2)<br><br><br>Compose simple pieces of music. (4.1)<br><br>Demonstrate the ability to perform appropriate instrumental musical examples alone. (2.1)<br><br><br>Demonstrate the ability to perform an appropriate instrumental part in an ensemble. (2.2) | Visual/Aural Observation (audio recording, video recording, peer evaluation/self assessment)<br><br>(V/A) | MuseScore.org<br>http://musescore.org/<br><br><br>RubiStar rubric creator<br>(http://rubistar.4teachers.org/)<br><br><br>CCSS.ELA-Literacy.CCRA.SL.1<br>**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.<br>CCSS.ELA-Literacy.CCRA.R.10<br>Read and **comprehend** complex literary and informational texts independently and proficiently.<br><br>CCSS.ELA-Literacy.CCRA.W.4<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| **Compose** | Compose simple pieces of music. (4.1)<br><br><br>Demonstrate skills in notating musical examples using standard<br><br>notation that include rhythm, melody and symbols of musical<br><br>expression. (5.2)<br><br><br>Demonstrate the ability to perform appropriate instrumental musical examples alone. (2.1)<br><br><br>Demonstrate the ability to perform an appropriate instrumental part in an ensemble. (2.2)<br><br><br>Explore the relationship between music and other academic disciplines. (8.2) | Small Group Response (V/A, P/P-A)<br><br>Peer Group Assessment (V/A, P/P-A) | Aviary Roc - online music creator<br>http://www.aviary.com/online/music-creator/<br><br>CCSS.ELA-Literacy.CCRA.W.4<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Connect: Relate and Apply** | | | |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources/Literacy Connections |
|---|---|---|---|
| Compare | Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures. (9.1)<br><br>Analyze aural examples of a varied repertoire of music representing<br><br>diverse genres and cultures. (6.2)<br><br><br>Examine the role of music in world cultures. (9.3) | Critical Listening as Evidenced by Written Reflection (P/P-A)<br><br><br>Short Answer/Sentence Completion (P/P-A) | ITP – Lessons 1-8<br><br><br>SOM – Music Reading, Unit 5<br><br><br>SOM – Concepts, Units 1-6<br><br>CCSS.ELA-Literacy.CCRA.SL.2<br>**Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally Describe listening examples using music vocabulary. (6.3)<br><br>CCSS.ELA-Literacy.CCRA.L.6<br>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. |
| **Describe** | Demonstrate an understanding of the role of technology in creating, producing and listening to **music. (8**.3) | Audio/Video Recording (V/A)<br><br>Portfolio/Project (V/A, P/P-A)<br><br><br><br>Small Group Response (V/A, P/P-A)<br><br>Peer Group Assessment | RubiStar rubric creator (http://rubistar.4teachers.org/)<br><br>CCSS.ELA-Literacy.CCRA.SL.5<br>Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations. |

This guide provides resources and strategies for expectations towards State Standards. Autonomy to exceed pacing and content is assumed provided student performance indicators are met.