**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. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. 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: present, 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 indictors 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*** |  |  |  |
| 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 |
| **Identify** | Demonstrate the ability to sing alone selected musical examples.Demonstrate knowledge of the technical vocabulary of music. | - Visual/Aural Observation (V/A)- Small Group Response(V/A, P/P-A)- Self Assessment(V/A, P/P-A) | MRIL - Unit 1, Chapters 1-3TRB 1-4, 2-2, 2-4, 3-4MRIL - Unit 2, Chapter 5TRB 5-4MRIL - Unit 3, Chapter 6TRB 6-3MRIL - Unit 6, Chapter 17TRB 17-2MTH M-1, R-5[CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and **comprehend** complex literary and informational texts independently and proficiently.[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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. |
| **Sing** | Demonstrate the ability to sing alone selected musical examples.Demonstrate the ability to sing in an ensemble selected musical examples.Demonstrate the ability to perform appropriate instrumental musical examples alone.Demonstrate the ability to perform an appropriate instrumental part in an ensemble.Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expressionDemonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures. | - 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) | Interdisciplinary Connections**Mathematics**: Note and rest values as fractions of a wholePhysical Science: Physical and acoustical properties of sound and musical tonesPhysical Science: Tone production methods on various instruments, including  the human voice and synthesized soundMusic Technology via Pocketrak Audio RecordingSmart Music Interactive Software Solo/Ensemble Material[CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/)Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.[CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/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](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Respond: Listen/Evaluate** |  |  |  |
| **Identify** | Demonstrate the ability to sing alone selected musical examples.Demonstrate knowledge of the technical vocabulary of music.Analyze aural examples of a varied repertoire of music representing diverse genres and culturesDistinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression.Demonstrate knowledge of the technical vocabulary of music.Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music. | - Visual/Aural Observation (V/A)- Small Group Response(V/A, P/P-A)- Self Assessment(V/A, P/P-A) | MRIL - Unit 1, Chapter 1TRB 1-2, 1-3, 1-5, 1-6, 2-6, 3-1MRIL - Unit 2, Chapter 5TRB 5-5MRIL - Unit 3, Chapter 6TRB 6-3MTH M-2, R-1, R-2, R-5, P-2, P-3, P-9, P-10[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/)Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/)**Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/)Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |
| **Describe** | Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | - Visual/Aural Observation (V/A)- Critical Listening as Evidenced by Written Reflection (P/P-A) | [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/)Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations. |
| **Create: Arrange, Compose, Improvise, and Notate** |  |  |  |
| **Identify** | Analyze aural examples of a varied repertoire of music representing diverse genres and culturesDistinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.Evaluate the quality and effectiveness of works of music.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | - Visual/Aural Observation (V/A)- Short Answer/Sentence Completion (P/P-A)- Selected Response (Matching, Multiple Choice, T/F) (P/P-A) | MRIL - Unit 1, Chapter 1TRB 1-2, 1-3, 1-5MRIL - Unit 1, Chapter 2TRB 2-5, 2-6[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/)Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/)**Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/)Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |
| **Compare and Contrast** | Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.Evaluate the quality and effectiveness of works of music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | - Visual/Aural Observation (V/A)- Critical Listening as Evidenced by Written Reflection (P/P-A) | MRIL - Unit 1, Chapter 3TRB 3-2, 3-6MRIL - Unit 6, Chapter 18TRB 18-5[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/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)[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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. |
| **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, 19A History of Western Music-Grout and Palisca[CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/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: Play, Sing, and Read, and Move |  |  |  |
| **Understand** | Demonstrate the ability to identify selected musical examples.Demonstrate the ability to sing in an ensemble selected musical examples.Demonstrate the ability to audibly detect appropriate instrumental musical examples within the recorded sample music.Demonstrate the ability to perform an appropriate instrumental part in an ensemble.Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression | - Visual/Aural Observation (V/A)- Small Group Response (V/A, P/P-A)- Performance Critique(V/A, P/P-A) | MRIL - Unit 1, Chapters 1-3TRB 1-4, 2-2, 2-4, 3-4MRIL - Unit 2, Chapter 5TRB 5-4[CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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.[CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Sing** | Demonstrate the ability to individually sing selected musical examples.Demonstrate the ability to sing in an ensemble selected musical examples.Demonstrate the ability to cite and perform appropriate instrumental musical examples.Demonstrate the ability to perform an appropriate instrumental part in an ensemble.Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression | - Visual/Aural Observation (V/A)- Performance Critique (V/A, P/P-A)- Checklist/Rating Form (P/P-A)- Sight-Reading Test (P/P-A) | MRIL - Unit 3, Chapter 6TRB 6-3MRIL - Unit 4, Chapter 10-13TRB 10-2, 10-3, 10-5, 11-5MRIL - Unit 6, Chapter 17TRB 17-2MTH R-4, R-6[CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/)Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.[CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/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](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Respond: Listen/Evaluate** |  |  |  |
| **Compare and Contrast** | Demonstrate knowledge of the technical vocabulary of music.Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.Demonstrate an understanding of the role of technology in creating, producing and listening to music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures. | - Visual/Aural Observation (V/A)- Critical Listening as Evidenced by Written Reflection (P/P-A)- Portfolio/Project (V/A, P/P-A) | MRIL - Unit 4, Chapter 10-13TRB 10-8, 11-1, 11-2, 11-6[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/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)[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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. |
| **Identify** | Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression.Demonstrate skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.Demonstrate knowledge of the technical vocabulary of music. | - 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) | MTH R-4, R-6, P-11, P-12[CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/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.[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/)Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.[CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/)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 |  |  |  |
| **Improvisation** | Demonstrate the ability to perform appropriate instrumental musical examples alone.Demonstrate the ability to perform an appropriate instrumental part in an ensemble.Improvise a simple melody.Improvise a simple variation.Create simple arrangements within specified guidelines..Demonstrate skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression. | - 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) | MRIL - Unit 4, Chapter 10-13TRB 10-7, 11-8, 12-4MTH P-6, P-7, P-8[CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/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.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and **comprehend** complex literary and informational texts independently and proficiently.[CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/)**Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **Connect: Relate and Apply** |  |  |  |
| **Compare and Contrast** | Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.Evaluate the quality and effectiveness of works of music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | Visual/Aural Observation (V/A)- Critical Listening as Evidenced by Written Reflection (P/P-A)- Portfolio/Project (V/A, P/P-A) | MRIL - Unit 4, Chapter 10-13[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/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)[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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. |
| **Concert Etiquette**  | Evaluate the quality and effectiveness of music performances.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | - Formative, Structured Experienced (V/A, P/P-A) | Memphis Symphony Integrated Unit of StudyConnexions Website for integration: <http://cnx.org>/[CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/)**Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| **Technology** | Demonstrate an understanding of the role of technology in creating, producing and listening to music.Demonstate comprehension of progressive technology and it’s role in music’s development and marketing | - Portfolio/Project (V/A, P/P-A)- Short Answer/Sentence Completion (P/P-A)- Audio/Video Recording (V/A)- Critical Listening as Evidenced by Written Reflection (P/P-A) | MRIL-Unit 7 Chapter 21**Music Technology** via Pocketrak Audio Recording[CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/)Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations.[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/)**Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| ***QUARTER 3*** |  |  |  |
| Perform: Play, Sing, and Read, and Move |  |  |  |
| **Sing** | Demonstrate the ability to sing alone selected musical examples.Demonstrate the ability to sing in an ensemble selected musical examples.Demonstrate the ability to perform appropriate instrumental musical examples alone.Demonstrate the ability to perform an appropriate instrumental part in an ensemble.Demonstrate skills in interpreting notated musical examples that include rhythm, melody, harmony, and symbols of musical expression.Demonstrate knowledge of the technical vocabulary of music.Evaluate the quality and effectiveness of music performancesDemonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music. | - 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) | MRIL - Unit 4, Chapter 10-13TRB 13-2, 13-4MRIL - Unit 5, Chapter 14-16TRB 14-6, 14-7MTH M-3, M-4, R-3[CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/)Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.[CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/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](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Movement** | Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures. | - Visual/Aural Observation (V/A)- Small Group Response(V/A, P/P-A)- Performance Critique(V/A, P/P-A) | [CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/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 |
| **Respond: Listen/Evaluate** |  |  |  |
| **Analyze** | Demonstrate knowledge of the technical vocabulary of music.Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.Evaluate the quality and effectiveness of works of music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | - Visual/Aural Observation (V/A)- Critical Listening as Evidenced by Written Reflection (P/P-A)- Small Group Response(V/A, P/P-A) | MRIL - Unit 4, Chapter 10-13TRB 13-2, 13-3, 13-7[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/)Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/)**Integrate** and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| **Compare and Contrast** | Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.Evaluate the quality and effectiveness of works of music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | - Visual/Aural Observation (V/A)- Critical Listening as Evidenced by Written Reflection (P/P-A) | MRIL - Unit 5, Chapter 14-16TRB 14-1, 14-2, 14-6, 14-8, 16-1, 16-2MTH 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)Memphis Symphony Integrated Unit of Study[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/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)[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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. |
| Create: Arrange, Compose, Improvise, and Notate |  |  |  |
| **Compose** | Demonstrate the ability to sing alone selected musical examples.Demonstrate the ability to sing in an ensemble selected musical examples.Demonstrate the ability to perform appropriate instrumental musical examples alone.Demonstrate the ability to perform an appropriate instrumental part in an ensemble.Compose simple pieces of music within specified guidelines.Demonstrate skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.Demonstrate an understanding of the role of technology in creating, producing and listening to music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.Examine the evolution of American musical genres and cite well-known musicians associated with them. | - 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) | MRIL - Unit 5, Chapter 14-16TRB 14-7, 15-3MTH K-2, K-3, K-4, K-5, H-1, H-2, H-3, H-4, H-5, H-6, H-(7-18)**Interdisciplinary connections:****Mathematics**: Note and rest values as fractions of a whole**Physical Science**: Wave frequency and amplitudeMemphis Symphony Integrated Unit of Study: 20th Century**Smart Music** Interactive Software Solo/Ensemble Material**Music Technology** via Sibelius Notation Software**Music Technology** via Pocketrak Audio Recording[CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.[CCSS.ELA-Literacy.CCRA.W.6](http://www.corestandards.org/ELA-Literacy/CCRA/W/6/)Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/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.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and **comprehend** complex literary and informational texts independently and proficiently.[CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/)**Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **Connect: Relate and Apply** |  |  |  |
| **School and Community** | Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | - Class Discussion/ Group Critique(V/A, P/P-A)- Small Group Response(V/A, P/P-A) | MRIL - Unit 4, Chapter 10-13TRB 12-5, 12-6, 13-5, 13-6[CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/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](http://www.corestandards.org/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. | - 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-11Connexions Website for integration: http://cnx.org/[CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/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](http://www.corestandards.org/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 |
| **Compare and Contrast** | Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.Evaluate the quality and effectiveness of works of music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | - Visual/Aural Observation (V/A)- Critical Listening as Evidenced by Written Reflection (P/P-A)- Portfolio/Project (V/A, P/P-A) | MRIL - Unit 5, Chapter 14-16TRB 14-2, 14-3, 14-4, 14-7, 15-1, 15-2, 15-4, 15-5, 16-3, 16-4**Mathematics**: Calculation of interval sizeMusic Technology via Pocketrak Audio RecordingMusic Technology via Sibelius Notation Software[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/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)[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/)Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| ***QUARTER 4*** |  |  |  |
| Perform: Play, Sing, and Read, and Move |  |  |  |
| **Perform** | Demonstrate the ability to sing alone selected musical examples.Demonstrate the ability to sing in an ensemble selected musical examples.Demonstrate the ability to perform appropriate instrumental musical examples alone.Demonstrate the ability to perform an appropriate instrumental part in an ensemble.Evaluate the quality and effectiveness of music performances. | - Visual/Aural Observation (V/A)- Performance Critique(V/A, P/P-A)- Performance Rubric (P/P-A)- Audio/Video Recording (V/A) | MRIL - Unit 6, Chapter 17-19TRB 17-2, 18-3,[CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/)Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.[CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/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](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Sing** | Demonstrate the ability to sing alone selected musical examples.Demonstrate the ability to sing in an ensemble selected musical examples.Demonstrate the ability to perform appropriate instrumental musical examples alone.Demonstrate the ability to perform an appropriate instrumental part in an ensemble.Evaluate the quality and effectiveness of music performancesDemonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music. | - 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) | MRIL - Unit 7, Chapter 20-22TRB 20-2, 22-2, 22-3Interdisciplinary Connections**Mathematics**: Note and rest values as fractions of a whole[CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/)Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.[CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/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](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Move** | Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures. | - Visual/Aural Observation (V/A)- Small Group Response(V/A, P/P-A)- Performance Critique (V/A, P/P-A) | [CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/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 |
| Respond: Listen/Evaluate |  |  |  |
| **Analyze** | Demonstrate knowledge of the technical vocabulary of music.Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.Evaluate the quality and effectiveness of works of music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | - Visual/Aural Observation (V/A)- Critical Listening as Evidenced by Written Reflection (P/P-A)- Small Group Response(V/A, P/P-A) | MRIL - Unit 7, Chapter 20-22TRB 20-1, 21-1, 21-2, 22-1, 22-4[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/)Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/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 |
| **Compare and Contrast** | Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.Evaluate the quality and effectiveness of works of music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | - Visual/Aural Observation (V/A)- Critical Listening as Evidenced by Written Reflection (P/P-A) | MTH P-17, P-18, P-19, P-20, P-21**Interdisciplinary connections:****Physical Science**: Tone production methods on various instruments, including the human voice and synthesized soundMemphis Symphony Integrated Unit of Study[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/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)[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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. |
| Create: Arrange, Compose, Improvise, and Notate |  |  |  |
| **Compose** | Demonstrate the ability to sing alone selected musical examples.Demonstrate the ability to sing in an ensemble selected musical examples.Demonstrate the ability to perform appropriate instrumental musical examples alone.Demonstrate the ability to perform an appropriate instrumental part in an ensemble.Demonstrate skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.Evaluate the quality and effectiveness of works of music.Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.Demonstrate an understanding of the role of technology in creating, producing and listening to music.Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.Examine the evolution of American musical genres and cite well-known musicians associated with them. | 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) | MRIL - Unit 7, Chapter 20-22TRB 20-2, 22-5MTH K-5, K-6, K-7, K-8, K-9Interdisciplinary Connections**Music Technology** via Pocketrak Audio Recording[CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.[CCSS.ELA-Literacy.CCRA.W.6](http://www.corestandards.org/ELA-Literacy/CCRA/W/6/)Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/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.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and **comprehend** complex literary and informational texts independently and proficiently.[CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/)**Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **Improvise** | Improvise a simple melody.Improvise a simple variation.Compose simple pieces of music within specified guidelines.Create simple arrangements within specified guidelines..Demonstrate skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression. | - 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) | [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/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.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)Read and **comprehend** complex literary and informational texts independently and proficiently.[CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/)**Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **Connect: Relate and Apply** |  |  |  |
| **Research** | Demonstrate an understanding of the role of technology in creating, producing and listening to music.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | Visual/Aural Observation (V/A)- Portfolio/Project (V/A, P/P-A)- Audio/Video Recording (V/A) | MRIL - Unit 7, Chapter 20-22TRB 20-3, 21-2, 21-3, 22-5, 22-6[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/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)[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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. |
| **Financing** | Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.Compare the function music serves, roles of musicians, and conditions under which music is typically performed in several world cultures. | - 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) | MTH K-10, K-11[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/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)[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/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. |
| Binary form, Ternary form, Canon, Chantey, Jig, Minuet, Opus, Ragtime, Sonatina, Spiritual, Symphony | * 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 - Piano Adventures 3a & 3bFaber - *The Developing Artist Series* Piano Literature Book 2In Recital solos and duets - Book 3 - Late Elementary Faber - *The Developing Artist Series* Piano Literature Book 2FJH Spotlight on Duets Book 3 Journey Through the Classics, Book 2 & 3WikipediaGaggle Tube[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/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](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/CCRA/R/3/)**Analyze** how and why individuals, events, or ideas develop and interact over the course of a text. |