

	<u>Essential Questions</u>	<u>Standards</u>	<u>Content</u>	<u>Skills</u>	<u>Assessments</u>	<u>Resources</u>	<u>Tech Integration</u>
Quarter 1	How do musicians generate creative ideas? How do musicians make creative decisions? How do we discern the musical performers’ emotions, thoughts, and ideas?	MU:Cr1.1.K MU:Cr2.1.K MU:Re8.1.K	Fast Slow <i>Tempo</i> Loud soft <i>Dynamics</i> Note Rest Ta and Ti-Ti <i>Quarter notes</i> <i>Eighth notes</i> Developing a unique voice	Students can perform and explain different musical concepts. Students can sing or play instruments making their own decisions on dynamics and tempo. Students can sing with their own voice to convey and idea. With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose. With guidance, demonstrate and choose favorite musical ideas. With guidance, demonstrate awareness of expressive qualities (for example, dynamics, tempo) that reflect performers’ expressive intent.	Audibly and visually	Kodaly Songs <i>Good Morning</i> <i>Statue</i> <i>Shiloh</i> <i>Doggie, Doggie</i> <i>Let us Chase the Squirrel</i> Classroom instruments Piano Magnetic notes White board	Demonstrational Videos CDs

Quarter 2	How do musicians improve the quality of their creative work and decide when it's ready to share? How do musicians improve the quality of their performance? How do we judge the quality of musical work(s) and performance(s)	MU:Cr3.1.K MU:Pr5.1.K MU:Pr6.1.K MU:Re9.1.K	Preparation for Holiday Concert	With limited guidance, discuss and apply personal, peer, and teacher feedback to define personal musical ideas. With guidance, apply personal, teacher, and peer feedback to refine performances. With guidance, apply personal and expressive preferences in the evaluation of music. With guidance, perform music with expression. Perform appropriately for the audience.	Audibly and visually	Classroom instruments Piano Holiday Songs	Lyric Videos Demonstrational Videos CDs
Quarter 3	(a) How do musicians improve the quality of their performance? (b) How do context and the manner in which musical work is presented influence audience response? How do musicians make meaningful connections to creating, performing, and responding?	MU:Pr6.1.K MU:Cn10.1.K	Steady Beat <i>Tempo</i> Group singing and dancing.	With guidance, perform music with expression. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.	Audibly and visually	Kodaly Songs <i>Engine, Engine</i> <i>Go In the Window</i> <i>Shiloh</i> <i>Laddie/Lassie</i> <i>Bear Hunt</i> <i>The Farmer in the Dell</i> <i>Pass the Cup</i> <i>Queen Queen Caroline</i> Spotlight on Music <i>Hello, Hello</i> <i>If You're Happy...</i> <i>All Work together</i> <i>Walk to School</i>	Demonstrational Videos CDs

						Classroom instruments Piano	
Quarter 4	How do performers select, analyze, and interpret musical work? How do individuals choose music to experience? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music	MU:Pr4.1.K MU:Re7.1.K MU:Cn11.1.K	Annie Jr <i>US History</i> <i>Annie History</i> Review on the year	With guidance, demonstrate and state personal interest in varied musical selections. With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over other Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.	Audibly and visually	Annie Packet: <i>Create a Locket</i> <i>All About Annie, Sandy, Mr. Warbucks, Miss Hannigan</i> <i>Favorite Song</i> Resources from above	Demonstrational Videos CDs DVD

Subject: Music

Grade Level: First Grade

	<u>Essential Questions</u>	<u>Standards</u>	<u>Content</u>	<u>Skills</u>	<u>Assessments</u>	<u>Resources</u>	<u>Tech Integration</u>
Quarter 1	How do musicians generate creative ideas? How do musicians make meaningful connections to creating, performing, and responding?	MU:Cr1.1.1 MU:Cn10.1.1	Fast Slow Steady Beat <i>Tempo</i> Loud soft <i>Dynamics</i> Note Rest Ta and Ti-Ti <i>Quarter Notes</i> <i>Eighth Notes</i> Developing a unique voice	Students can perform and explain different musical concepts. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate	Audibly and visually	Kodaly Songs Down by the Bay <i>Engine, Engine</i> <i>Go In the Window</i> <i>Shiloh</i> <i>Laddie/Lassie</i> <i>The Farmer in the Dell</i> <i>Pass the Cup</i> <i>Queen Queen Caroline</i> Classroom instruments Piano	Demonstrational Videos CDs
Quarter 2	How do musicians improve the quality of their creative work and decide when it’s ready to share? How do musicians improve the quality of their performance? a) How do musicians improve the quality of their performance? (b) How do context	MU:Cr3.1.1 MU:Pr5.1.1 MU:Pr6.1.1	Preparation for Holiday Concert	With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. With limited guidance, present a final version of personal musical ideas to peers. With limited guidance, apply	Audibly and visually	Classroom instruments Piano Holiday Songs	Demonstrational Videos CDs

	and the manner in which musical work is presented influence audience response?			personal, teacher, and peer feedback to refine performances. With limited guidance, perform music for a specific purpose with expression. Perform appropriately for the audience and purpose			
Quarter 3	How do musicians make creative decisions? How do performers select, analyze, and interpret musical works? How do we discern the musical performers' emotions, thoughts, and ideas? How do we judge the quality of musical work(s) and performance(s)?	MU:Cr2.1.1 MU:Pr4.1.1 MU:Re8.1.1 MU:Re9.1.1	Vivaldi The Four Seasons Carnival of the Animals: The Royal March of the Lions Peter and the Wolf Songs from other cultures Group singing and dancing	With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. With limited guidance, demonstrate knowledge of musical concepts (for example, beat, melodic contour) in a variety of music selected for performance.	Audibly and visually Artwork	Spotlight on Music <i>Gilly Good Morning</i> <i>Miss Mary Mack</i> <i>Willum</i> <i>The Ants Go Marching</i> <i>Head and Shoulders Baby</i> <i>The Four Seasons</i> <i>Peter and the Wolf</i>	Demonstrational Videos CDs

				When analyzing selected music, read and perform simple rhythmic and melodic patterns using iconic or standard notation. Demonstrate and describe music’s expressive qualities (for example, dynamics, tempo). With limited guidance, demonstrate and identify expressive qualities (for example, dynamics, tempo) that reflect performers’ expressive intent. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purpose.			
Quarter 4	How do individuals choose music to experience? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	MU:Re7.1.1 MU:Cn11.1.1	Annie Jr. <i>US History</i> <i>Annie History</i> Year End Review	With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. With limited guidance, demonstrate	Audibly and visually Artwork	Annie Packet: <i>Create a Locket</i> <i>All About Annie, Sandy, Mr. Warbucks, Miss Hannigan</i> <i>Favorite Song</i> Resources from above	Demonstrational Videos CDs DVD

				and identify how specific music concepts (for example, beat, pitch) are used in various styles of music for a purpose. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.			
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Subject: Music
Grade Level: Second Grade

	<u>Essential Questions</u>	<u>Standards</u>	<u>Content</u>	<u>Skills</u>	<u>Assessments</u>	<u>Resources</u>	<u>Tech Integration</u>
Quarter 1	How do musicians generate creative idea? How do musicians make creative decisions? How do performers select, analyze, and interpret musical works?	MU:Cr1.1.2 MU:Cr2.1.2 MU:Pr4.1.2	Introductions Expectations of Music Get to know activities Sing, clap and drum different patterns. Compose and perform an original piece of music	Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (for example, personal, social). Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. Use iconic or standard notation and/ or recording technology to combine, sequence, and document personal musical ideas. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. Demonstrate knowledge of musical concepts (for example, tonality, meter) in a variety of music for performance.	Audibly and visually	Classroom instruments Piano	Demonstrational Videos CDs

				When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. Demonstrate understanding of expressive qualities (for example, dynamics, tempo) and how performers use them to convey expressive intent.			
Quarter 2	How do musicians improve the quality of their creative work and decide when it's ready to share? How do musicians improve the quality of their performance? (a) How do musicians improve the quality of their performance? (b) How do context and the manner in which musical work is presented influence audience response?	MU:Cr3.1.2 MU:Pr5.1.2 MU:Pr6.1.2	Proper singing techniques Preparation for Holiday Concert	Interpret and apply personal, peer, and teacher feedback to revise personal music. Present a final version of personal musical ideas to peers or informal audience. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. Perform music for a specific purpose with expression and technical accuracy.	Audibly and visually	Classroom instruments Piano Holiday Songs	Demonstrational Videos CDs

				Perform appropriately for the audience and purpose			
Quarter 3	How do musicians generate creative ideas? How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	MU:Cr1.1.2 MU:Cn10.1.2 MU:Cn11.1.2	Drums used for communication/Proverbs Singing and Dancing	Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (for example, personal, social). Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.	Audibly and visually	Spotlight on Music <i>Step into the Spotlight</i> <i>Do-Re-Mi</i> <i>This Little Light of Mine</i> <i>Dance, Dance Dance</i> <i>Step in Time</i> <i>Loose Tooth</i> <i>You've Got a Friend in Me</i> <i>Puff the Magic Dragon</i> <i>Take Me Out...</i> <i>Doggie, Doggie</i> <i>Pizza, Pizza Daddy-O</i> <i>Hakuna Matata</i> Classroom instruments Piano White Board Magnetic Notes	Demonstrational Videos CDs
Quarter 4	How do individuals choose music to experience? How do we discern the musical performers' emotions, thoughts, and ideas?	MU:Re7.1.2 MU:Re8.1.2 MU:Re9.1.2	Annie Jr. <i>US History</i> <i>Annie History</i> Year End Review	Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. Describe how specific music concepts are used	Audibly and visually	Annie Packet: <i>Create a Locket</i> <i>All About Annie, Sandy, Mr. Warbucks, Miss Hannigan</i> <i>Favorite Song</i> Resources from above	Demonstrational Videos CDs DVD

	How do we judge the quality of musical work(s) and performance(s)?			to support a specific purpose in music. Demonstrate knowledge of music concepts and how they support performers' expressive intent. Apply personal and expressive preferences in the evaluation of music for specific purposes.			
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Subject: Music
Grade Level: Third Grade

	<u>Essential Questions</u>	<u>Standards</u>	<u>Content</u>	<u>Skills</u>	<u>Assessments</u>	<u>Resources</u>	<u>Tech Integration</u>
Quarter 1	How do musicians improve the quality of their creative work and decide when it's ready to share? How do musicians improve the quality of their performance? (a) How do musicians improve the quality of their performance? (b) How do context and the manner in which musical work is presented influence audience response?	MU:Cr3.1.3 MU:Pr5.1.3 MU:Pr6.1.3	Introductions Expectations of Music Get to know activities Proper singing techniques <i>Breathing</i> <i>Posture</i> <i>Pronunciation</i> Preparation for Spooktacular	Document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback. Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances. Perform music with expression and technical accuracy. Perform appropriately for the audience and purpose.	Audibly and visually	Spooktacular Songs	CDs Lyric videos
Quarter 2	How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work and decide when it's ready to share?	MU:Cr1.1.3 MU:Cr2.1.3 MU:Cr3.1.3	Compose and perform an original piece of music Introduction of Treble Clef note names.	Improvise rhythmic, melodic, and harmonic ideas and explain connection to specific purpose and context (for example, social, cultural). Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe	Audibly and visually Worksheets Written assessment	White Board Magnetic Notes Piano Classroom Instruments	Projector Music Theory website

				connection to a specific purpose and context. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. Document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.			
Quarter 3	How do musicians improve the quality of their creative work and decide when it's ready to share?	MU:Cr3.1.3	Note name review Recorders <i>Proper breathing techniques.</i> <i>Finger/hand placement</i> <i>B A G</i> <i>White, Yellow, Orange</i>	Document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.	Individual and Group assessments. Students earn belts.	Recorder Karate Program White Board Magnetic Notes	Projector Music Theory website
Quarter 4	How do performers select, analyze, and interpret musical work How do musicians improve the quality of their performance? How do individuals choose music to experience?	MU:Pr4.1.3 MU:Pr5.1.3 MU:Re7.1.3 MU:Re8.1.3	Recorders <i>Proper breathing techniques.</i> <i>Finger/hand placement</i> <i>B A G E D</i> <i>Green, Purple, Blue</i> Annie Jr. <i>US History</i> <i>Great Depression</i> <i>Stock Market Crash</i>	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. Demonstrate understanding of the structure in	Individual and Group assessments. Students earn belts. Worksheets Artwork	Recorder Karate Program White Board Magnetic Notes Annie Packet: <i>Create a Locket</i> <i>All About Annie, Sandy, Mr. Warbucks, Miss Hannigan</i> <i>Favorite Song</i>	Projector CDs

			<i>Orphans</i> <i>Annie History</i>	music selected for performance. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. Demonstrate and describe how intent is conveyed through expressive qualities (for example, dynamics, tempo). Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. Demonstrate and describe how the expressive qualities (for example, dynamics, tempo) are used in performers' interpretations to reflect expressive inte		Resources from above	
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	<u>Essential Questions</u>	<u>Standards</u>	<u>Content</u>	<u>Skills</u>	<u>Assessments</u>	<u>Resources</u>	<u>Tech Integration</u>
Quarter 1	How do musicians improve the quality of their creative work and decide when it’s ready to share? How do performers select, analyze, and interpret musical works? How do musicians improve the quality of their performance? (a) How do musicians improve the quality of their performance? (b) How do context and the manner in which musical work is presented influence audience response?	MU:Cr3.1.4 MU:Pr4.1.4 MU:Pr5.1.4 MU:Pr6.1.4	Proper singing techniques <i>Breathing</i> <i>Posture</i> <i>Pronunciation</i> Preparation for Spooktacular	Refine and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and musicianship. Demonstrate understanding of the structure and the elements of music in music selected for performance. When analyzing selected music, read and perform using iconic and/or standard notation. Demonstrate and describe how intent is conveyed through expressive qualities (for example, dynamics, tempo).	Audibly and visually	Spooktacular music	Demonstrational Videos CDs

				Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.			
Quarter 2	How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work and decide when it's ready to share?	MU:Cr1.1.4 MU:Cr2.1.4 MU:Cr3.1.4	Introduction of Solfege Perform scale using Solfege syllables and hand signs. Introduction of mallet instruments and the mechanics of how they work Playing a scale on a mallet instrument	Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (for example, social, cultural, historical). Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	Audibly and visually Worksheets Formal assessment Written test C Major Scale playing test	Piano Classroom instruments <i>Xylophones</i> <i>Metallophones</i> White board Magnetic Notes	Demonstrational Videos CDs

				Refine and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.			
Quarter 3	How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	MU:Cn10 .1.4 MU:Cn11 .1.4	Woodwinds <i>Flute</i> <i>Piccolo</i> <i>Clarinet</i> <i>Saxophone</i> <i>Oboe</i> <i>Bassoon</i> Brass <i>Trumpet</i> <i>Horn</i> <i>Trombone</i> <i>Tuba</i> Percussion Voice	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.	Audibly and visually Worksheets Written surveys	Band instruments	Demonstrational videos CDs Projector
Quarter 4	How do performers select, analyze, and interpret musical works? How do musicians improve the quality of their performance? How do individuals choose music to experience?	MU:Pr4.1.4 MU:Pr5.1.4 MU:Re7.1.4 MU:Re8.1.4 MU:Re9.1.4	Instruments Cont. Preparations for 5th Grade Band and Choir Rhythm and Tempo Melody Harmony Annie Jr. <i>US History</i> <i>Great Depression</i> <i>Stock Market Crash</i> <i>Orphans</i>	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and musicianship. Demonstrate understanding of the structure and the elements of music in	Music Aptitude test Audibly and visually Worksheets Written assessment	Band Instruments Annie : <i>Comic Strip Project</i> <i>Take Two</i> <i>Dear Mr. Warbucks</i> <i>Test Yourself</i> <i>Annie's World</i> <i>What a Character Comp.</i>	Demonstrational videos CDs Projector Aptitude test program

	How do we discern the musical performers' emotions, thoughts, and ideas? How do we judge the quality of musical work(s) and performance(s)?			music selected for performance. When analyzing selected music, read and perform using iconic and/or standard notation. Demonstrate and describe how intent is conveyed through expressive qualities (for example, dynamics, tempo). Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. Demonstrate and describe how responses to music are informed by the structure, the use of the elements of music, and context (for example, social, cultural).			
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				Demonstrate and explain how the expressive qualities (for example, dynamics, tempo, timbre) are used in performers' and personal interpretations to reflect expressive intent. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.			
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Subject: Music

Grade Level: Fifth Grade

	<u>Essential Questions</u>	<u>Standards</u>	<u>Content</u>	<u>Skills</u>	<u>Assessments</u>	<u>Resources</u>	<u>Tech Integration</u>
Quarter 1	How do musicians improve the quality of their creative work and decide when it’s ready to share? How do performers select, analyze, and interpret musical works? How do musicians improve the quality of their performance? (a) How do musicians improve the quality of their performance? (b) How do context	MU:Cr3.1.5 MU:Pr4.1.5 MU:Pr5.1.5 MU:Pr6.1.5	Proper singing techniques <i>Breathing</i> <i>Posture</i> <i>Pronunciation</i> Preparation for Spooktacular	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback and explain rationale for changes. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context as well as the musicianship of self and others.	Audibly and visually Performance	Spooktacular music Piano	Demonstrational Videos CDs

	and the manner in which musical work is presented influence audience response?			Demonstrate understanding of the structure and the elements of music in music selected for performance. When analyzing selected music, read and perform using notation. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (for example, dynamics, tempo, timbre, articulation/style) Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.			
Quarter 2	How do musicians improve the quality of their creative work and decide when it's ready to share?	MU:Cr3.1.5 MU:Pr4.1.5 MU:Pr5.1.5 MU:Pr6.1.5	Continuation of Quarter 1 With the addition of : Solfège <i>Perform scale using Solfège syllables and hand signs.</i>	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback and	Audibly and visually Worksheets Written test Playing test	Piano Classroom instruments <i>Xylophones</i> <i>Metallophones</i> White board	Demonstrational Videos CDs

	How do performers select, analyze, and interpret musical works? How do musicians improve the quality of their performance? (a) How do musicians improve the quality of their performance? (b) How do context and the manner in which musical work is presented influence audience response?		Continuation of mallet instruments <i>Perform scales and music excerpts using proper playing technique.</i>	explain rationale for changes. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context as well as the musicianship of self and others. Demonstrate understanding of the structure and the elements of music in music selected for performance. When analyzing selected music, read and perform using notation. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (for example, dynamics, tempo, timbre, articulation/style) Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.		Magnetic Notes	
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				Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.			
Quarter 3	How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work and decide when it's ready to share?	MU:Cr1.1.5 MU:Cr2.1.5 MU:Cr3.1.5	Composing Unit Students will compose an original 8 measure 2 part piece of music. Students can perform them on their own band instrument. Morse Code will be used to reinforce rhythms. We will discuss history and science. Mathematical Rhythm worksheets.	Compose simple rhythmic, melodic, and harmonic phrases within a given form that convey expressive intent. Demonstrate selected and developed musical ideas for improvisations, arrangement, or compositions to express intent, and explain connection to purpose and context. Use standard and/ or iconic notation and/ or recording technology to document personal rhythmic, melodic, and increasingly complex harmonic musical ideas. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback and explain rationale for changes. Present the final version of personal created music	Audibly and visually Worksheets Google Doodle Compositions	Band instruments Orf Instruments Piano	Demonstrational videos CDs Projector Chromebooks

				to others that demonstrates musicianship and explain connection to expressive intent.			
Quarter 4	How do individuals choose music to experience? How do we judge the quality of musical work(s) and performance(s)? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	MU:Re7.1.5 MU:Re8.1.5 MU:Re9.1.5 MU:Cn10.1.5 MU:Cn11.1.5	Jazz Music <i>US History</i> <i>World History</i> <i>Cultural impact</i> <i>Performers</i> Musical of the Year <i>US History</i> <i>World History</i> <i>Cultural impact</i> <i>History of the Musical</i>	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. Demonstrate and describe, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (for example, social, cultural, historical). Demonstrate and explain how the expressive qualities are used in performers’ and personal interpretations to reflect expressive intent. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	Audibly and visually Worksheets Kahoot!		Demonstational videos CDs DVD Projector Kahoot!

				Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.			
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