

**Content Area:
Grade:**

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
Music, Rhythmic Notation and Instrumental Performance	<p>1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>2. Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>3. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>4. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is</p>	<p>1. How do musicians generate creative ideas?</p> <p>2. How do musicians make creative decisions?</p> <p>3. How do musicians improve the quality of their creative work? How do musicians improve the quality of their performance?</p> <p>4. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>5. How do we discern the musical creators' and performers' expressive intent.</p>	<p>Students will create and present rhythm compositions, using appropriate notation and expression.</p> <p>They will demonstrate understanding of musical concepts and evaluate their own and their peers' compositions, using both written and verbal criteria as well as personal interpretation.</p>	<p>Identify steady beat</p> <p>Identify, read, and create rhythmic notation</p> <p>Evaluate and refine creative notation</p>

	<p>presented influence audience response.</p> <p>5. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>6. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p>6. How do we judge the quality of musical work(s) and performance(s)?</p>		
Music, Vocal performance techniques	<p>1. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>2. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness</p>	<p>1. How do performers select repertoire?</p> <p>2. How do musicians improve the quality of their performance?</p> <p>3. When is a performance judged ready to present? How do context and the manner in which</p>	<p>Students will help to select and interpret various musical pieces for performance.</p> <p>They will rehearse, critique, and refine their vocal techniques before and after performing.</p>	<p>Selecting appropriate repertoire, analyzing and interpreting musical works and performances,</p> <p>rehearsing and presenting songs, critiquing (self, peer, and professional)</p>

	<p>to new ideas, persistence, and the application of appropriate criteria.</p> <p>3. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>4. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>5. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p>musical work is presented influence audience response?</p> <p>4. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p> <p>5. How do we discern the musical creators' and performers' expressive intent?</p> <p>6. How do we judge the quality of musical work(s) and performance(s)?</p>		
--	--	---	--	--

	6. The personal evaluation of music work(s) and performance(s) is informed by analysis, interpretation, and established criteria.			
Music, Melodic Notation	<p>1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>2. Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>3. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>4. Musicians judge performance based on criteria that vary across</p>	<p>1. How do musicians generate creative ideas?</p> <p>2. How do musicians make creative decisions?</p> <p>3. How do musicians improve the quality of their creative work? How do musicians improve the quality of their performance?</p> <p>4. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>5. How do we discern the musical creators'</p>	<p>Students will create and present melodic compositions (sol-mi), using appropriate notation and expression.</p> <p>They will demonstrate understanding of musical concepts and evaluate their own and their peers' compositions, using both written and verbal criteria as well as personal interpretation</p>	<p>Identify, read, and create rhythmic and melodic notation</p> <p>Evaluate and refine creative notation Rehearsing and presenting songs Critiquing (self, peer, and professional)</p>

	<p>time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>5. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>6. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p>and performers' expressive intent?</p> <p>6. How do we judge the quality of musical work(s) and performance(s)?</p>		
Music, Instruments and Timbre	<p>Performers' interest in and knowledge of musical works, understanding or their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>To express their musical ideas, musicians</p>	<p>How do performers select repertoire?</p> <p>How do musicians improve the quality of their performance.</p> <p>How do individuals choose music to experience? How does</p>	<p>Students will be able to identify, describe, and categorize instruments based on their shared characteristics.</p> <p>They will demonstrate understanding of musical concepts and evaluate instrumental performances using both written and verbal</p>	<p>Identify instruments by sound</p> <p>Describe differences in sounds based on aural and written prompts</p> <p>Critique using appropriate vocabulary</p>

	<p>analyze, evaluate, and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Individuals' selection of music works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p>understanding the structure and context of music inform a response?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical work(s) and performance(s)?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding?</p>	<p>criteria as well as personal interpretation</p>	
--	---	--	--	--

	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>			
<p>Music, History and Current Events</p>	<p>1. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>1. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>2. How do other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Students will be able to identify, describe, and categorize instruments based on their shared characteristics.</p> <p>They will demonstrate understanding of musical concepts and evaluate instrumental performances using both written and verbal criteria as well as personal interpretation</p>	<p>Identify instruments by sound</p> <p>Describe differences in sounds based on aural and written prompts</p> <p>Critique using appropriate vocabulary</p>