

Music Appreciation-percussion 101
Curriculum Map
Missouri Learning Standards

Unit 1: History	Unit 2: Simple rhythms, hand position, counting	Unit 3: Move cadences to drums, steady beat, group play	Unit 4 : performance concert
1st quarter	2nd quarter	3rd quarter	4th quarter
Priority Standards	Priority Standards	Priority Standards	Priority Standards
MU: Pr4C.H.1a Describe in interpretations the context(social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns).	MU:Cr2A.H. 1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns).	MU: Pr4A. H.1a Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns).	MU: Cr3B. H. 1a Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.
MU: Re 7B.H.1a Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response. .	MU:Pr 5A.H.1a Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming fingerpicking pattern), and create rehearsal strategies to address performance challenges and refine the performances.	MU: Re 7A. H.1a Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	MU:Pr6A. H. 1a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
MU: Re8A.H.1a Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (Personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.	MU: Re9A.H.1a Develop and apply teacher provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.	MU: Pr4A.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	MU: Cn10A. H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU: Cn11A.E.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU: Cr3B. E.1a Share personally-developed melodies, rhythmic passages, and arrangements-individually or as an ensemble-that address identified purposes.	MU: Pr5A. E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	MU: Cn11A.H.1a Demonstrate how interest, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

	MU: Re7B. E. 1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	MU: Cn10A. E.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Essential Questions	Essential Questions	Essential Questions	Essential Questions
How do performers interpret musical works? How does understanding the structure and context of music inform a response? How do we discern the musical creators' and performers' expressive intent? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	How do musicians make creative decisions? How do musicians improve the quality of their performance? How do we judge the quality of musical works(s) and performances(s)? When is creative work ready to share? How does understanding the structure and context of music inform a response?	How do performers select repertoire? How do individuals choose music to experience? How do performers select repertoire? How do musicians improve the quality of their performance? How do musicians make meaningful connections to creating, performing, and responding?	When is creative work ready to share? When is a performance judged ready to present? 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? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
I Can Statements	I Can Statements	I Can Statements	I Can Statements
• I can name the musical periods. • I can recognize the genre of a song by listening to it. • I can choose the correct beat for a piece of music (ex. Swing, rock, blues, etc) • I can explain the importance of the rhythm section in a group. • I can name the instruments that belong in each group (jazz band, concert band, symphony, rock band)	• I can play simple rhythms. • I can write/compose simple rhythms. • I can count rhythms. • I can select music based on my preferences. • I can select music based on skill levels. • I can understand basic musical terms. • I can listen and critique performances.	• I can select music for the concert based on predetermined criteria. • I can play basic cadences. • I can play in a group. • I can critique recorded performances. • I can determine if our percussion ensemble is ready for the concert. • I can compose a cadence.	• I can perform cadences and other selected music for the Spring concert. • I can teach my composition to the class.
Materials	Materials	Materials	Materials
Book I- Percussion, buckets, sticks, drums	Book I-Percussion, buckets, sticks, drums	Cadences and selected pieces, buckets, sticks, drums	Cadences and selected pieces, buckets, sticks, drums