Unit 1: Chord Progression Date range: Grade 7, Days 1-9	Unit 2: Melody Date Range: Grade 7, Days 10-18	Unit 3: Composition Date Range: Grade 7, Days 19-27	Unit 4: Audio Production Date Range: Grade 7, Days 28-36
Essential Question: MU:Cr1.1.T.Ia Essential Question(s): How do musicians generate creative ideas? MU:Re7.1.H.5a: How do individuals choose music to experience?	**Essential Question:** MU:Cr1.1.T.Ia Essential Question(s): How do musicians generate creative ideas? MU:Pr4.1.H.5a: How do performers select repertoire?	**Essential Question:** MU:Cr1.1.T.Ia Essential Question(s): How do musicians generate creative ideas? MU:Cr3.2.H.5a: When is creative work ready to share? MU:Pr6.1.H.5a: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? MU:Cn10.H.5a: How do musicians make meaningful connections to creating, performing, and responding? MU:Re7.1.H.5a: How do individuals choose music to experience?	**Essential Question:** Refine MU:Cr3.1.H.5a: How do musicians improve the quality of their creative work? MU:Cr3.2.H.5a: When is creative work ready to share? MU:Pr6.1.H.5a: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Enduring Understandings MU:Cr1.1.T.Ia Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. MU:Re7.1.H.5a: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	**Enduring Understandings** MU:Cr1.1.T.Ia Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. MU:Pr4.1.H.5a: 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.	**Enduring Understandings** MU:Cr1.1.T.Ia Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. MU:Cr3.2.H.5a: Musicians' presentation of creative work is the culmination of a process of creation and communication MU:Pr6.1.H.5a: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. MU:Cn10.H.5a: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding MU:Re7.1.H.5a: Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	**Enduring Understandings** MU:Cr3.1.H.5a: Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. MU:Cr3.2.H.5a: Musicians' presentation of creative work is the culmination of a process of creation and communication MU:Pr5.1.H.5a: Enduring Understanding: 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. MU:Pr6.1.H.5a: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Global Competencies Transfer Goals/Standards Focus:	Global Competencies Transfer Goals/Standards Focus:	Global Competencies Transfer Goals/Standards Focus:	Global Competencies Transfer Goals/Standards Focus:
• MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tool. • MU:Re7.1.H.5a: Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connection.	. • MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tool. • MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.	• GC Transfer Goals ○ CI1: Students will be able to challenge and improve existing standards by designing, implementing, and communicating original ideas. • MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tool. • MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. • MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.	• GC Transfer Goals ○ C2: Students as collaborators will be able to exercise flexibility, and willingness to contribute and listen to others while making necessary compromises in both virtual and traditional settings to accomplish a shared goal. ○ CI1: Students will be able to challenge and improve existing standards by designing, implementing, and communicating original ideas. • Refine MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. • MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to • MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

Review comprehension strategies as needed throughout year
(RL1/RI1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
(RL10) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
(RI10) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Summative: MCA: Ensemble Performance: Novice	**Summative:** MCA: Ensemble Performance: Novice	**Summative:** Composition Rubric	**Summative:** Audio Production Rubric
Global Competencies Critical Thinking Rubric	**Global Competencies** Critical Thinking Rubric	**Global Competencies** Creativity and Innovation	**Global Competencies** Collaboration Creativity and Innovation

Unit 5: Chord Progression	**Unit 6: Melody**	**Unit 7: Composition**	**Unit 8: Audio Production**

Date range: Grade 8, Day 1-9	Date Range: Grade 8, Day 10-18	Date Range: Grade 8, 19-27	Date Range: Grade 8, Day 28-36
Essential Question: MU:Cr1.1.T.Ia Essential Question(s): How do musicians generate creative ideas? MU:Re7.1.H.5a: How do individuals choose music to experience?	**Essential Question:** MU:Cr1.1.T.Ia Essential Question(s): How do musicians generate creative ideas? MU:Pr4.1.H.5a: How do performers select repertoire?	**Essential Question:** MU:Cr1.1.T.Ia Essential Question(s): How do musicians generate creative ideas? MU:Cr3.2.H.5a: When is creative work ready to share? MU:Pr6.1.H.5a: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? MU:Cn10.H.5a: How do musicians make meaningful connections to creating, performing, and responding? MU:Re7.1.H.5a: How do individuals choose music to experience?	**Essential Question:** Refine MU:Cr3.1.H.5a: How do musicians improve the quality of their creative work? MU:Cr3.2.H.5a: When is creative work ready to share? MU:Pr6.1.H.5a: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Enduring Understandings MU:Cr1.1.T.Ia Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. MU:Re7.1.H.5a: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	**Enduring Understandings** MU:Cr1.1.T.Ia Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. MU:Pr4.1.H.5a: 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.	**Enduring Understandings** MU:Cr1.1.T.Ia Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. MU:Cr3.2.H.5a: Musicians' presentation of creative work is the culmination of a process of creation and communication MU:Pr6.1.H.5a: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. MU:Cn10.H.5a: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding MU:Re7.1.H.5a: Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	**Enduring Understandings** MU:Cr3.1.H.5a: Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. MU:Cr3.2.H.5a: Musicians' presentation of creative work is the culmination of a process of creation and communication MU:Pr5.1.H.5a: Enduring Understanding: 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. MU:Pr6.1.H.5a: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Global Competencies Transfer Goals/Standards Focus:	Global Competencies Transfer Goals/Standards Focus:	Global Competencies Transfer Goals/Standards Focus:	Global Competencies Transfer Goals/Standards Focus:
• MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tool. • MU:Re7.1.H.5a: Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connection.	• MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tool. • MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.	• GC Transfer Goals ○ CI1: Students will be able to challenge and improve existing standards by designing, implementing, and communicating original ideas. • MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tool. • MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. • MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.	• GC Transfer Goals ○ C2: Students as collaborators will be able to exercise flexibility, and willingness to contribute and listen to others while making necessary compromises in both virtual and traditional settings to accomplish a shared goal. ○ CI1: Students will be able to challenge and improve existing standards by designing, implementing, and communicating original ideas. • Refine MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. • MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for ... practice strategies to address performance challenges and refine the performances. • MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

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Summative:	Summative:	Summative:	Summative:
MCA: Ensemble Performance: Novice	MCA: Ensemble Performance: Novice	Composition Rubric	Audio Production Rubric
Global Competencies	**Global Competencies**	**Global Competencies**	**Global Competencies**
Critical Thinking Rubric	Critical Thinking Rubric	Creativity and Innovation	Collaboration Creativity and Innovation