

Critical Concepts Year at a Glance for Music: Ensembles

COMPLETE ALL TASKS DURING EACH TEACHING & LEARNING CYCLE

[See here for Critical Concepts and Proficiency Scales](#) // TEACHERS: [See here for Open Source SDUSD Music Assessments & Rubrics](#)

Before or At the Beginning of the Cycle <i>Tasks may be done in any order</i>	During the Cycle <i>Tasks may be done in any order</i>	At the End of the Cycle <i>Tasks may be done in any order</i>
SELECTING Critical Concept: Music Selection (Pr4.1, Re7.1, Cn10) Students develop criteria for selecting music, select repertoire or recordings using specific criteria (e.g., suitability for ensemble, theme, etc.), and justify their reasoning for each selection. <u>Assessment Options:</u> worksheet/graphic organizer, essay, slide deck, persuasive speech/video, Google Form, Pear Deck	PLAYING / SINGING / MUSIC-MAKING Critical Concepts: Concepts & Structure (Pr4.2, Re7.2); Expressive Qualities (Pr4.3, Pr5, Pr6, Re8) Students play, sing, clap, move, conduct, etc. to demonstrate concepts (pitch, rhythm, meter, form, etc.) and expressive qualities (dynamics, tempo, articulation, etc.). They sight-read in the key, meter, style, etc. of repertoire. <u>Assessment Options:</u> individual performance assessment, self-evaluation	PERFORMING Critical Concepts: Expressive Qualities (Pr4.3, Pr5, Pr6, Re8); Technical Accuracy (Pr5, Pr6) Students perform music with accuracy and expressiveness. <u>Assessment Options:</u> individual performance assessment (e.g., excerpts), self-evaluation
CONNECTING Critical Concept: Connections (Cn10, Cn11) Students identify (through research or summary) the historical, cultural, or societal context and significance of repertoire, and/or connect the music to themselves. <u>Assessment Options:</u> poster, presentation, slide deck, program notes, essay, Google Form	CRITIQUING Critical Concept: Music Evaluation (Re9, Pr5, Cn10) Students develop criteria for evaluation and critique performances or recordings of other ensembles, their ensemble, or themselves using music vocabulary. <u>Assessment Options:</u> creation of a rubric, evaluations with comments (written or recorded/verbal), personal reflections	IMPROVISING Critical Concept: Music Creation (Cr1, Cr2, Cr3) Students perform final improvised melodies related to the repertoire. <u>Assessment Options:</u> improvisation performance assessment
ANALYZING Critical Concepts: Concepts & Structure (Pr4.2, Re7.2); Expressive Qualities (Pr4.3, Pr5, Pr6, Re8) Students analyze auditory recordings or sheet music, identifying musical elements (e.g., symbols, markings, contrasts, form, melody/harmony, etc.). Then they hypothesize the piece's meaning or intent, using the elements of music as justification, and explain how the elements inform the listener's response. <u>Assessment Options:</u> worksheet/graphic organizer, program notes, presentation/video, Pear Deck	STRATEGIZING Critical Concepts: Expressive Qualities (Pr4.3, Pr5, Pr6, Re8); Technical Accuracy (Pr5, Pr6) Students identify expressive or technical challenges, suggest strategies for improvement, and evaluate whether those strategies worked. <u>Assessment Options:</u> comments on an evaluation rubric, sequence of journal entries or Google Form responses over time	PRESENTING Critical Concept: Music Creation (Cr1, Cr2, Cr3) Students revise their compositions, create composer's statements, and present or display their final works for an audience. <u>Assessment Options:</u> self-evaluation, portfolio of drafts and revisions, reflections, written or recorded composer's statement
	CREATING Critical Concept: Music Creation (Cr1, Cr2, Cr3) Students improvise and compose (notate) using one or more of the following from a piece studied in class: key, meter, harmonic structure [chords], rhythms, pitches, text, etc. <u>Assessment Options:</u> a sequence of scaffolded improvisation performance assessments, self-evaluation/checklist, composition project, portfolio of drafts and revisions, reflections	EVALUATING Critical Concept: Music Evaluation (Re9, Pr5, Cn10) Students will critique the performance (or a recording of the performance) of their own ensemble, including their own role, strengths, and weaknesses. <u>Assessment Options:</u> evaluations with comments, self-evaluation

SAMPLE Pacing Guide for Music: Ensembles

For a nine-week cycle - adjust per your students' needs!

[See here for Critical Concepts and Proficiency Scales](#) // TEACHERS: [See here for Open Source SDUSD Music Assessments & Rubrics](#)

	Critical Concepts and Standards	Goals	Suggested Pacing (may be full or partial days)
1	<u>SELECTING</u> Music Selection (Pr4.1, Re7.1, Cn10)	Students develop criteria for selecting music, select repertoire or recordings using specific criteria (e.g., suitability for ensemble, theme, etc.), and justify their reasoning for each selection. <u>Assessment:</u> Students provide individual proof of developing criteria and selecting repertoire based on those criteria, such as a worksheet, slide deck, Pear Deck, video, or Google Form.	1-3 days To select music
2	<u>CONNECTING</u> Connections (Cn10, Cn11)	Students identify (through research or summary) the historical, cultural, or societal context and significance of repertoire, and/or connect the music to themselves. <u>Assessment:</u> Students provide individual proof of their musical connections, such as a poster, presentation, program notes, Pear Deck, or Google Form.	1-5 days To explore connections
3	<u>ANALYZING</u> Concepts & Structure (Pr4.2, Re7.2) Expressive Qualities (Pr4.3, Pr5, Pr6, Re8)	Students analyze auditory recordings or sheet music, identifying musical elements (e.g., symbols, markings, contrasts, form, melody/harmony, etc.). Then they hypothesize the piece's meaning or intent, using the elements of music as justification, and explain how the elements inform the listener's response. <u>Assessment:</u> Students provide individual proof of their analysis, such as a worksheet, slide deck, or video.	2-10 days To analyze the music
4	<u>PLAYING / SINGING / MUSIC-MAKING</u> Concepts & Structure (Pr4.2, Re7.2) Expressive Qualities (Pr4.3, Pr5, Pr6, Re8)	Students play, sing, clap, move, conduct, etc. to demonstrate concepts (pitch, rhythm, meter, form, etc.) and expressive qualities (dynamics, tempo, articulation, etc.). They sight-read in the key, meter, style, etc. of repertoire. <u>Assessment:</u> Students provide individual proof demonstrating their understanding musical concepts, such as an individual performance assessment and/or self-evaluation.	Daily To read and rehearse music
5	<u>CRITIQUING</u> Music Evaluation (Re9, Pr5, Cn10)	Students develop criteria for evaluation and critique performances or recordings of other ensembles, their ensemble, or themselves using music vocabulary. <u>Assessment:</u> Students provide individual proof of developing criteria and evaluating, such as a personal rubric with evaluation comments.	3-4 days (non-sequential) To critique performances
6	<u>STRATEGIZING</u> Expressive Qualities (Pr4.3, Pr5, Pr6, Re8) Technical Accuracy (Pr5, Pr6)	Students identify expressive or technical challenges, suggest strategies for improvement, and evaluate whether those strategies worked. <u>Assessment:</u> Students provide individual proof that they can identify challenges and suggest/evaluate strategies, such as reflections or evaluation comments.	3-4 days (non-sequential) To strategize for improvement
7	<u>CREATING</u> Music Creation	Students improvise and compose (notate) using one or more of the following from a piece studied in class: key, meter, harmonic structure [chords], rhythms, pitches, text, etc.	2-10 days To improvise and revise

	(Cr1, Cr2, Cr3)	<u>Assessment:</u> Students provide individual proof that they can improvise and compose through improvisation performance assessments, composition projects, and self-evaluations.	2-10 days To compose and revise
8	PERFORMING Expressive Qualities (Pr4.3, Pr5, Pr6, Re8) Technical Accuracy (Pr5, Pr6)	Students perform music with accuracy and expressiveness. <u>Assessment:</u> Students provide individual proof that they can perform with accuracy and expressiveness, such as individual performance assessments and self-evaluations.	1-5 days To perform and/or record individually
9	IMPROVISING Music Creation (Cr1, Cr2, Cr3)	Students perform final improvised melodies related to the repertoire. <u>Assessment:</u> Students provide individual proof that they can perform a final version of an improvisation through an improvisation performance assessment.	1-5 days To perform and/or record individually
10	PRESENTING Music Creation (Cr1, Cr2, Cr3)	Students revise their compositions, create composer's statements, and present or display their final works for an audience. <u>Assessment:</u> Students provide individual proof that they can compose by presenting a composition portfolio and a composer's statement.	2-5 days To finalize and display compositions and statements
11	EVALUATING Music Evaluation (Re9, Pr5, Cn10)	Students will critique the performance (or a recording of the performance) of their own ensemble, including their own role, strengths, and weaknesses. <u>Assessment:</u> Students provide individual proof that they can evaluate, such as an evaluation or self-evaluation with comments.	1 day To evaluate themselves

SAMPLE Curriculum Map for Music: Ensembles

For a nine-week cycle with class daily - adjust per your students' needs! Example assessment due dates marked with *

Week	M	T	W	TH	F
1	(1) Selecting	(1) Selecting <i>*selections due</i>	(2) Analyzing	(2) Analyzing	(3) Connecting <i>*exit slip in class</i>
2	(2) Analyzing (4) Music-Making	(2) Analyzing (4) Music-Making	(2) Analyzing (4) Music-Making	(2) Analyzing (4) Music-Making	(2) Analyzing <i>*analysis due</i> (4) Music-Making
3	(4) Music-Making	(4) Music-Making	(4) Music-Making	(4) Music-Making	(4) Music-Making (5) Critiquing <i>*journal 1 in class</i> (6) Strategizing <i>*journal 1 in class</i>
4	(4) Music-Making	(4) Music-Making	(4) Music-Making	(4) Music-Making	(4) Music-Making <i>*excerpt/skill due</i>
5	(4) Music-Making	(4) Music-Making	(4) Music-Making	(4) Music-Making	(4) Music-Making (5) Critiquing <i>*journal 2 in class</i> (6) Strategizing <i>*journal 2 in class</i>
6	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating <i>*improv recording due</i>
7	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating <i>*composition draft due</i> (5) Critiquing <i>*journal 3 in class</i> (6) Strategizing <i>*journal 3 in class</i>
8	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating	(4) Music-Making (7) Creating
9	(8) Performing (9) Improvising (10) Presenting	(8) Performing (9) Improvising (10) Presenting	(8) Performing (9) Improvising (10) Presenting	(8) Performing <i>*excerpt due</i> (9) Improvising <i>*final improv due</i> (10) Presenting <i>*final comp. due</i>	(11) Evaluating <i>*rubric in class</i> (3) Connecting <i>*with evaluation</i>

BLANK Curriculum Map for Music: Ensembles

Fill in with your ideas of how to teach and assess all the critical concepts!

[See here for Critical Concepts and Proficiency Scales](#)

Week	M	T	W	TH	F
1					
2					
3					
4					
5					
6					
7					
8					
9					