

## Conceptual Curriculum Map (CCM)

Content Area: Music

Course: Adaptive Music

Grade Level: 6-12

### Version 2: Curriculum Mapping in conjunction with Long-Term Outcomes

<b>Unit 1: Steady Beat/Tempo</b>	<b>Long-Term Outcomes/Transfer Goals:</b> <ul style="list-style-type: none"> <li>• TG1 Collaboration: Develop, perform, and/or refine musical works, adapting to the input of others.</li> <li>• CT2: Students are open to reconsider and revise thinking when presented with alternative points of view.</li> <li>• C1: Collaborators engage through communication in constructive and critical dialogue by listening for and articulating thoughts, questions, and ideas in diverse environments.</li> </ul>		
<b>Focus &amp; Timeframe: Ongoing</b>	<b>Standards</b>  MU:Pr4.2.1a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance  MU:Pr4.3.1a: Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	<b>Conceptual Overview</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• the vast majority of music, certainly all music that is listened to on the radio and in television/movies, has a steady beat and a relatively consistent tempo that keeps the music moving forward. Feeling this beat and tempo in your body enables you to dance to it and appreciate/understand it.</li> </ul>	<b>Rationale</b>  Students must be able to identify and feel the steady beat in music (fast, slow, or moderate) before they can convincingly perform music with rhythmic and pitch accuracy.
<b>Unit 2: Rhythm</b>	<b>Long-Term Outcomes/Transfer Goals:</b> <ul style="list-style-type: none"> <li>• TG3: Analyze and interpret works for their musical merit, describing the tools and techniques that led to the given outcome</li> <li>• CR3: Students make informed decisions and solve complex problems</li> <li>• CT1: Students will reflect, analyze, and evaluate evidence, arguments, claims and beliefs to draw conclusions.</li> </ul>		
<b>Focus &amp; Timeframe: Ongoing</b>	<b>Standards</b>  MU:Cr1.1.Ka: With guidance, explore and experience music concepts (such as beat and melodic contour).  MU:Re7.2.Ka" With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.  MU:Pr5.1.1a: With limited guidance, apply personal, teacher, and peer feedback to refine performances.  MU:Pr6.1.2a: Perform music for a specific purpose with expression and technical accuracy.	<b>Conceptual Overview</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• music happens within the confines of time. <u>When</u> each sound happens as time passes, and for how long the sounds last, is called rhythm. We can talk about and write down rhythms if we learn about beats, measures, and different types of notes.</li> </ul>	<b>Rationale</b>  Students should practice notating, chanting, and echoing musical patterns on percussion instruments before they can understand the added layer of complexity that is pitch.
<b>Unit 3: Pitch/Singing</b>	<b>Long-Term Outcomes/Transfer Goals:</b> <ul style="list-style-type: none"> <li>• TG1: develop, perform, and/or refine musical works, adapting to the input of others.</li> <li>• C3: working together in both virtual and traditional settings to accomplish a shared goal.</li> <li>• CR2: The creative person is open and responsive to new and diverse perspectives and views failure as an opportunity to learn</li> </ul>		
<b>Focus &amp; Timeframe Ongoing</b>	<b>Standards</b>  MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.	<b>Conceptual Overview</b>  <i>Students will understand that...</i>	<b>Rationale</b>  Students will be able to create music in the way that is most natural to people; through

	<p>MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>	<ul style="list-style-type: none"> <li>when you sing or play a note on a non-percussion instrument, you are creating pitch. Pitch is a sound that your ear hears as musical. If you piece together a group of pitches that are in rhythm, you have created music.</li> </ul>	<p>singing. They will also understand how pitch interacts and coincides with rhythm.</p>
<b>Unit 4: Lyrics &amp; Songwriting</b>	<p><b>Long-Term Outcomes/Transfer Goals:</b></p> <ul style="list-style-type: none"> <li>TG2: take chances when presenting musical ideas for consideration and subsequent revision.</li> <li>CT2: Students are open to reconsider and revise thinking when presented with alternative points of view.</li> <li>CT3: Students make informed decisions and solve complex problems.</li> <li>CR2: The creative person is open and responsive to new and diverse perspectives and views failure as an opportunity to learn</li> </ul>		
	<b>Standards</b>	<b>Conceptual Overview</b>	<b>Rationale</b>
<b>Focus &amp; Timeframe Ongoing</b>	<p>MU:Cr2.1.1a: With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent</p> <p>MU:Cr3.1.2a: Interpret and apply personal, peer, and teacher feedback to revise personal music.</p> <p>MU:Pr6.1.1a: With limited guidance, perform music for a specific purpose with expression.</p> <p>MU:Re7.1.1a: With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>words and phrases can be added to pitch and rhythm to create a song that tells a story or communicates an idea.</li> </ul>	<p>Students will be able to pair their literacy skills with their musical ear as they create music and lyrics that are meaningful, effective, and follow the rules of conventional language.</p>
<b>Unit 5: Music Technology</b>	<p><b>Long-Term Outcomes/Transfer Goals:</b></p> <ul style="list-style-type: none"> <li>TG2: take chances when presenting musical ideas for consideration and subsequent revision.</li> <li>CR1: Students will reflect, analyze, and evaluate evidence, arguments, claims and beliefs to draw conclusions.</li> <li>CT2: Students are open to reconsider and revise thinking when presented with alternative points of view.</li> </ul>		
	<b>Standards</b>	<b>Conceptual Overview</b>	<b>Rationale</b>
<b>Focus &amp; Timeframe Ongoing</b>	<p>MU:Cr2.1.1a: With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p> <p>MU:Cn10.0.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>advancements in technology have enabled us to listen to, create, and interact with music via the internet, using devices like laptops, cell phones, and tablets.</li> </ul>	<p>Students will develop important technological and musical skills as they interact with music via a variety of platforms.</p>
<b>Unit 6: Musical Genres</b>	<p><b>Long-Term Outcomes/Transfer Goals:</b></p> <ul style="list-style-type: none"> <li>(TG1):Develop, perform, and/or refine musical works, adapting to the input of others.</li> <li>(C1): Collaborators engage through communication in constructive and critical dialogue by listening for and articulating thoughts, questions, and ideas in diverse environments.</li> <li>(C3): working together in both virtual and traditional settings to accomplish a shared goal.</li> </ul>		

	Standards	Conceptual Overview	Rationale
<b>Focus &amp; Timeframe</b> Ongoing	MU:Cn11.0.4a : Demonstrate understanding of relationships between music and the other arts, other disciplines, varied content  MU:Pr4.2.1a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance	<i>Students will understand ...</i> <ul style="list-style-type: none"><li>that a vast array of musical genres vary across time, place, and cultures</li><li>the concepts of different musical elements included in multiple genres (i.e. jazz, Latin America, World Music).</li></ul>	The significance of different musical genres and cultural works represent the students and population of the community. This unit allows students to explore/appreciate new varieties of music that may be unfamiliar to them.
<b>Unit 7: Music History</b>	<b>Long-Term Outcomes/Transfer Goals:</b> <ul style="list-style-type: none"> <li>(TG1):Develop, perform, and/or refine musical works, adapting to the input of others.</li> <li>(CR1): Students will reflect, analyze, and evaluate evidence, arguments, claims and beliefs to draw conclusions</li> </ul>		
	Standards	Conceptual Overview	Rationale
<b>Focus &amp; Timeframe</b> Ongoing	MU:Cn11.0.4a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied content  MU:Pr4.2.1a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance	<i>Students will understand that...</i> <ul style="list-style-type: none"><li>musicians have adapted musical concepts over a span of time, and incorporate these different elements into songs/repertoire.</li></ul>	Similar to different musical genres, the categorization of different time periods allows students to explore/appreciate pieces, musical elements, and instrumentation that may be unfamiliar to them.
<b>Unit 8: Music and Visual Art</b>	<b>Long-Term Outcomes/Transfer Goals:</b> <ul style="list-style-type: none"> <li>(TG1):Develop, perform, and/or refine musical works, adapting to the input of others.</li> <li>(TG3): Analyze and interpret works for their musical merit, describing the tools and techniques that led to the given outcome.</li> <li>(C3): working together in both virtual and traditional settings to accomplish a shared goal.</li> </ul>		
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<b>Focus &amp; Timeframe</b> Ongoing	MU:Cr3.2.1a: With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audiences.  MU:Re7.2.PKa: With substantial guidance, explore musical contrasts in music.	<i>Students will understand that...</i> <ul style="list-style-type: none"><li>some visual artists inherit the ability to “see” what they hear. Synesthesia is a unique skill that artists use to help bridge the gap between musical works and visual art</li><li>the connection between visual art and music allows students to express their musical thoughts into visual representation using color, lines, etc.</li></ul>	Like visual art, music in all its forms is the most accessible and malleable form of expression. This unit focuses on the bridge between music and visual art -- a sensory association from sound activates images, memories, colors, etc.
<b>Unit 9: Music and Movement</b>	<b>Long-Term Outcomes/Transfer Goals:</b> <ul style="list-style-type: none"> <li>(TG2): Take chances when presenting musical ideas for consideration and subsequent revision.</li> <li>(CR2): The creative person is open and responsive to new and diverse perspectives, and views failure as an opportunity to learn.</li> <li>(C3): working together in both virtual and traditional settings to accomplish a shared goal.</li> </ul>		
	Standards	Conceptual Overview	Rationale
<b>Focus &amp; Timeframe</b> Ongoing	MU:Cn11.0.4a: Demonstrate understanding of relationships between music and the other arts,	<i>Students will understand that...</i>	The cognitive connection between music and movement allows students to build skills in

	<p>other disciplines, varied content</p> <p>MU:Cn10.0.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cr2.1</p>	<ul style="list-style-type: none"> <li>the connection between music and movement allows students to experience, remember, and express in different ways</li> <li>the incorporation of kinesthetic movement allows students to perform content in a physical form of expression.</li> </ul>	<p>memory retention, group learning, motor functions, and new techniques to express themselves.</p>
<b>Unit 10: Performance</b>	<p><b>Long-Term Outcomes/Transfer Goals:</b></p> <ul style="list-style-type: none"> <li>(TG2): Take chances when presenting musical ideas for consideration and subsequent revision.</li> <li>(TG3): Analyze and interpret works for their musical merit, describing the tools and techniques that led to the given outcome.</li> <li>(CR2): The creative person is open and responsive to new and diverse perspectives, and views failure as an opportunity to learn.</li> </ul>		
	<b>Standards</b>	<b>Conceptual Overview</b>	<b>Rationale</b>
<b>Focus &amp; Timeframe Ongoing</b>	<p>MU:Pr6.1.2b: Perform appropriately for the audience and purpose.</p> <p>MU:Re9.1.Ka: With guidance, apply personal and expressive preferences in the evaluation of music.</p>	<p><i>Students will understand how to...</i></p> <ul style="list-style-type: none"> <li>apply their musical skills in a solo setting, rather than performing as a whole class.</li> </ul>	<p>Solo-performances result in greater awareness of one's own technical skill, as well as the challenge of not relying on peers for support.</p> <p>Students will develop an interest in, and knowledge of, performing for others, as well as an understanding of their own technical skills.</p>