*This legend applies to all curriculum maps*

Legend:

National = MENC: The National Association for Music Education National Standards for Music Education

Content = Missouri Show-Me Content standards

GLE = Grade-level Expectations

 PP = Product/Performance

 EP = Elements and Principles of Music

 AP = Artistic Perceptions

 IC = Interdisciplinary Connections

 HC = Historic and Cultural Contexts

|  |
| --- |
| **7th Grade Choir Curriculum Map** |
|  |   | **CONTENT** |  | **SKILLS** |  | **ASSESSMENT** |  | **RESOURCES** |  | **STANDARDS** |
| **AUGUST** | 1 | Full value contract | 1 | To cooperate with fellow classmates to create a full-value contract of how they will be successful in 7th grade choir | 1 | Final draft of full-value contract | 1 |  List of possible character traits | 1 | Content - 4:4, 4:5, 4:6 |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Reading music (staff, treble clef, bass clef, grand staff) | 2 | Identify standard pitch notation in the treble clef, and bass clef | 2 | Worksheets, quiz in September, and MusicAce progress reports | 2 | 30 Days to Music Theory reproducible book | 2 | National MU 5, Content FA 2, GLE EP 1B |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   | MusicAce computer program |   |   |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Posture | 3 |  Demonstrate proper seated and standing posture when singing | 3 | *Informal assessment & concert performance rubric* |   |  | 3 | National MU 1, Content FA 1, GLE PP 1A |
|   |   |   |   |   |   |   |   |   |   |
| **SEPTEMBER** | 1 | Reading music (meter, note values, rhythms) | 1 | Interpret standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines consisting of: whole note/rest, half note/rest, eighth note pairs, dotted half note/rest | 1 | Quiz over music reading, worksheets, and MusicAce progress reports | 1 | 30 Days to Music Theory reproducible book | 1 | National MU 5, Content FA2, GLE EP 1A |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Perform rhythms in 4/4, 3/4 and 2/4 time |   |   |   | MusicAce computer program |   |   |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Matching pitch | 2 | Demonstrate singing skills using a singing voice and match pitch in an appropriate range | 2 | *Informal assessment & concert performance rubric* |   |  | 2 | National MU 1, Content FA 1, GLE PP 1A |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Breathing | 3 | Demonstrate appropriate breath support | 3 | *Informal assessment & concert performance rubric* |   |   | 3 | National MU 1, Content FA 1, GLE PP 1A |
|   |   |   |   |   |   |   |   |   |   |
| 4 | Performance Preparation (Veterans Day Assembly) | 4 | Perform simple harmonic songs | 4 | *Informal assessment & concert performance rubric* | 4 | Sheet music | 4 | National MU 1, Content FA 1, GLE PP 1D |
|   |   |   |   |   |   |   |   |   |   |
| **OCTOBER** | 1 | Reading music (ledger lines, syncopation) | 1 | Interpret standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines consisting of: ledger lines, dotted quarter followed by eighth, syncopation | 1 | Worksheets, test in November, and MusicAce progress reports | 1 | 30 Days to Music Theory reproducible book | 1 | National MU 5, Content FA 2, GLE EP 1A |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |  MusicAce computer program |   |   |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Vowels | 2 | Demonstrate appropriate vowels while singing | 2 | *Informal assessment & concert performance rubric* |  |  | 2 | National MU 1, Content FA 1, GLE PP 1A |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Performance Preparation (Veterans Day Assembly & Winter Choral Concert) | 3 | Apply vocal techniques required for expressive performance of varied literature | 3 | *Informal assessment & concert performance rubric* | 3 | Sheet music | 3 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| **NOVEMBER** | 1 | Reading music (dynamics, articulation) | 1 | Identify standard symbols for dynamics, tempo, and articulation | 1 | Comprehensive music reading exam, worksheets, and MusicAce progress reports | 1 | 30 Days to Music Theory reproducible book | 1 | National MU 5, Content FA 2, GLE EP 1C |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   | MusicAce computer program |   |   |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Consonants | 2 | Demonstrate appropriate consonants while singing | 2 | *Informal assessment & concert performance rubric* |   |   | 2 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Concert Etiquette | 3 | Develop criteria to distinguish between quality and non-quality performance in regard to posture, stage presence, and decorum both as a performer and a listener at various live concerts | 3 | Created etiquette scoring guide |   |  | 3 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| 4 | Performance Preparation (Veterans Day Assembly & Winter Choral Concert) | 4 | Apply vocal techniques required for expressive performance of varied literature | 4 | *Informal assessment & concert performance rubric* | 4 | Sheet music | 4 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 5 | Performance (Veterans Day Assembly) | 5 | Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble | 5 | Veteran's Day Performance, performance scoring guide | 5 | Performance scoring guide | 5 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Respond expressively to conductor's cues |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 6 | Concert Reflection | 6 | Distinguish between quality and non-quality performance through self-assessment with regard to tone quality, expression/phrasing, rhythmic accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence | 6 | Completed reflection sheet | 6 | Reflection sheets | 6 | National MU 7, Content, FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| **DECEMBER** | 1 | Performance Preparation (Winter Choral Concert) | 1 | Apply vocal techniques required for expressive performance of varied literature | 1 | *Informal assessment & concert performance rubric* | 1 | Sheet music | 1 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Performance (Winter Choral Concert) | 2 | Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble | 2 | Winter Choral Concert, performance scoring guide | 2 | Performance scoring guide | 2 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Respond expressively to conductor's cues |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Apply stylistic elements needed to perform the music of various genres and cultures |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1C |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Concert Reflection | 3 | Distinguish between quality and non-quality performance through self-assessment with regard to tone quality, expression/phrasing, rhythmic accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence | 3 | Completed reflection sheet | 3 | Reflection sheets | 3 | National MU 7, Content, FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| **JANUARY** | 1 | Composers | 1 | Discuss musical figures and their role as composers/performers/innovators | 1 | Composer worksheets | 1 | Accent on Composers book and CD | 1 | National MU 9, Content FA 5, GLE HC 1D |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Phrasing | 2 | Use phrasing to communicate and interpretation of a given style | 2 | *Informal assessment & concert performance rubric* |   |   | 2 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| **FEBRUARY** | 1 | Composers | 1 | Discuss musical figures and their role as composers/performers/innovators | 1 | Composer worksheets | 1 | Accent on Composers book and CD | 1 | National MU 9, Content FA 5, GLE HC 1D |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Dynamics | 2 | Demonstrate dynamics in time while singing in an ensemble | 2 | *Informal assessment & concert performance rubric* |   |   | 2 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
| **MARCH** | 1 | Composers | 1 | Discuss musical figures and their role as composers/performers/innovators | 1 | Composer worksheets | 1 | Accent on Composers book and CD | 1 | National MU 9, Content FA 5, GLE HC 1D |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Timbre | 2 | Demonstrate characteristic timbre in time while singing in an ensemble | 2 | *Informal assessment & concert performance rubric* |   |   | 2 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Performance preparation (Spring Choral Concert) | 3 | Apply vocal techniques required for expressive performance of varied literature | 3 | *Informal assessment & concert performance rubric* | 3 | Sheet music | 3 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| **APRIL** | 1 | Style | 1 | Apply stylistic elements needed to perform the music of various genres and cultures | 1 | *Informal assessment & concert performance rubric* |   |   | 1 | National MU 1, Content FA 1, GLE PP 1C |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Performance preparation (Spring Choral Concert) | 2 | Apply vocal techniques required for expressive performance of varied literature | 2 | *Informal assessment & concert performance rubric* | 2 | Sheet music | 2 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| **MAY** | 1 | Concert Etiquette | 1 | Develop criteria to distinguish between quality and non-quality performance in regard to posture, stage presence, and decorum both as a performer and a listener at various live concerts | 1 | Created etiquette scoring guide | 1 | Etiquette scoring guide | 1 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Performance preparation (Spring Choral Concert) | 2 | Apply vocal techniques required for expressive performance of varied literature | 2 | *Informal assessment & concert performance rubric* | 2 | Sheet music | 2 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Performance (Spring Choral Concert) | 3 | Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble | 3 | Spring Choral Concert, performance scoring guide | 3 | Performance scoring guide | 3 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Respond expressively to conductor's cues |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Apply stylistic elements needed to perform the music of various genres and cultures |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1C |
|   |   |   |   |   |   |   |   |   |   |
| 4 | Concert Reflection | 4 | Distinguish between quality and non-quality performance through self-assessment with regard to tone quality, expression/phrasing, rhythmic accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence | 4 | Completed reflection sheet | 4 | Reflection sheets | 4 | National MU 7, Content FA 3, GLE AP 2A |

# Appendix E

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| **8th GRADE CHORAL MUSIC CURRICULUM MAP** |
|  |   | **CONTENT** |  | **SKILLS** |  | **ASSESSMENT** |  | **RESOURCES** |  | **STANDARDS** |
| **AUGUST** | 1 | Full value contract | 1 | To cooperate with fellow classmates to create a full-value contract of how they will be successful in 8th grade choir | 1 | Final draft of full-value contract | 1 |  List of possible character traits | 1 | Content 4:4, 4:5, 4:6 |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Reading music (staves, pitches, rhythms) | 2 | Identify standard pitch notation in the treble and bass clef | 2 | Worksheets and MusicAce progress report | 2 | 30 MORE Days to Music Theory reproducible book | 2 | National MU 5, Content FA 2, GLE EP 1B |
|   |   |   |   |   |   |   |   |   |   |
|   |  |   | Identify standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines consisting of: whole note/rest, half note/rest, eighth note/rest, dotted half note/rest |   |   |   | MusicAce computer program |   | National MU 1, Content FA 2, GLE EP 1A |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Breathing | 3 | Demonstrate proper seated and standing posture and breath support when singing | 3 | *Informal assessment and performance scoring guide* |   |   | 3 | National MU 1, Content FA 1, GLE PP 1A |
|   |   |  |  |   |   |   |   |   |   |
| 4 | Matching pitch | 4 | Demonstrate singing skills using a singing voice and match pitch in an appropriate range | 4 | *Informal assessment and performance scoring guide* |   |   |   | National MU 1, Content FA 1, GLE PP 1A |
|   |   |  |  |   |   |   |   |   |   |
| **SEPTEMBER** | 1 | Reading music (compound and complex meters, triplets, syncopation using 16th notes) | 1 | Interpret standard rhythmic notation in 2/4, 3/4, and 4/4 meter signatures using bar lines consisting of: sixteenth note/rest, syncopation, triplets  | 1 | Quiz over music reading, worksheets, and MusicAce progress report | 1 | 30 MORE Days to Music Theory reproducible book | 1 | National MU 1, Content FA 2, GLE EP 1A |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Interpret standard rhythmic notation in 5/4, 2/2, 2/1, 3/8, 6/8, 9/8, and 12/8 meters |   |   |   | MusicAce computer program |   |   |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Vowels | 2 | Demonstrate appropriate vowels while singing | 2 | *Informal assessment and performance scoring guide* |   |  | 2 | National MU 1, Content FA 1, GLE PP 1A |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Consonants | 3 | Demonstrate appropriate consonants while singing | 3 | *Informal assessment and performance scoring guide* |   |   | 3 | National MU 1, Content FA 1, GLE PP 1A |
|   |   |   |   |   |   |   |   |   |   |
| 4 | Performance Preparation (Veterans Day Assembly) | 4 | Perform simple harmonic songs | 4 | *Informal assessment and performance scoring guide* |   |   | 4 | National MU 1, Content FA 1, GLE PP 1D |
|   |   |   |   |   |   |   |   |   |   |
| **OCTOBER** | 1 | Reading music (scales - major, harmonic minor, melodic minor, natural minor, blues, pentatonic, octatonic) | 1 | Identify the following scales: major, harmonic minor, melodic minor, natural minor, blues, pentatonic, octatonic | 1 | Worksheets and MusicAce progress report | 1 | 30 MORE Days to Music Theory reproducible book | 1 | National MU 5, Content FA 2, GLE EP 1B |
|   |  |   |  |   |   |   |   |   |   |
|   |  |   |  |   |   |   |  MusicAce computer program |   |   |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Phrasing | 2 | Use phrasing to communicate an interpretation of a given style | 2 | *Informal assessment and performance scoring guide* |   |  | 2 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Dynamics | 3 | Demonstrate dynamics in time while singing in an ensemble | 3 | *Informal assessment and performance scoring guide* |   |   | 3 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |  |   |   |   |   |   |   |
| 4 | Performance preparation (Veterans Day Assembly and Winter Concert) | 4 | Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble | 4 | *Informal assessment and performance scoring guide* |   |   | 4 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
| **NOVEMBER** | 1 | Reading music (composition and transposition) | 1 | Transpose a given melody | 1 | Comprehensive music reading exam, worksheets, and MusicAce progress report | 1 | 30 MORE Days to Music Theory reproducible book | 1 | National MU 4, Content FA 1, GLE PP 4A |
|   |   |   |   |   |   |   |   |   |   |
|   |  |   | Identify reasons for transposing melodies (instrumentation, range) |   |   |   | MusicAce computer program |   | National MU 4, Content FA 1, GLE PP 4A |
|   |   |   |   |   |   |   |   |   |   |
|   |  |   | Compose a single-line melody |   |   |   |   |   | National MU 4, Content FA 1, GLE PP 4A |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Concert Etiquette | 2 | Develop criteria to distinguish between quality and non-quality performance in regard to posture, stage presence, and decorum both as a performer and a listener at various live concerts | 2 | Created etiquette scoring guide | 2 | Etiquette scoring guide | 2 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Performance Preparation (Veterans Day Assembly & Winter Choral Concert) |   | Apply vocal techniques required for expressive performance of varied literature | 3 | *Informal assessment and performance scoring guide* | 3 | Sheet music | 3 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 4 | Performance (Veterans Day Assembly) | 4 | Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble | 4 | Veteran's Day Performance and scoring guide | 4 | Sheet music | 4 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Respond expressively to conductor's cues |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 5 | Concert Reflection | 5 | Distinguish between quality and non-quality performance through self-assessment with regard to tone quality, expression/phrasing, rhythmic accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence | 5 | Completed reflection sheet | 5 | Reflection sheets | 5 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| **DECEMBER** | 1 | Performance Preparation (Winter Choral Concert) | 1 | Apply vocal techniques required for expressive performance of varied literature | 1 | *Informal assessment and performance scoring guide* | 1 | Sheet music | 1 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Performance (Winter Choral Concert) | 2 | Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble | 2 | Winter Choral Concert and concert scoring guide | 2 | Concert scoring guide | 2 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Respond expressively to conductor's cues |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Apply stylistic elements needed to perform the music of various genres and cultures |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1C |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Concert Reflection | 3 | Distinguish between quality and non-quality performance through self-assessment with regard to tone quality, expression/phrasing, rhythmic accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence | 3 | Completed reflection sheet | 3 | Reflection sheets | 3 | National MU 7, Content, FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| **JANUARY** | 1 | Quality choral literature | 1 | Develop criteria to distinguish between quality and non-quality choral literature | 1 | Created scoring guide | 1 | Internet and headphones | 1 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Aria | 2 | Demonstrate the ability to distinguish between quality and non-quality performance through listening | 2 | Selection of aria to study | 2 | Recordings | 2 | National MU 7, Content FA 3, GLE AP 2B |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Pronunciation | 3 | Demonstrate appropriate pronunciation in a foreign language | 3 | Speaking test | 3 | Aria and diction book | 3 | National MU 1, Content FA 1, GLE PP 1A |
|   |   |   |   |   |   |   |   |   |   |
| **FEBRUARY** | 1 | Selection of quality literature | 1 | Selecting quality pieces of choral literature based on created scoring guide | 1 | Submission of selection list with accompanying grading scale scores for each piece | 1 | Internet and headphones | 1 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Translation of foreign language | 2 | Translating words from an aria from the original language to English | 2 | Quiz over translation | 2 | Sheet music for Aria | 2 | National MU 8, Content FA 4, 1.10, GLE IC 1B |
|   |   |   |   |   |   |   |   |   |   |
| **MARCH** | 1 | Spring Choral Concert music selection | 1 | Cooperatively choosing quality choral literature for performance at the Spring Concert | 1 | Selection list | 1 | Internet and projector | 1 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Dynamics  | 2 | Demonstrate dynamics while singing a chosen aria | 2 | *Informal assessment and performance scoring guide* | 2 | Sheet music for Aria | 2 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Phrasing | 3 | Use phrasing to communicate and interpret an aria | 3 | *Informal assessment and performance scoring guide* | 3 | Sheet music for aria | 3 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 4 | Performance Preparation (Spring Choral Concert) | 4 | Perform simple harmonic songs | 4 | *Informal assessment and performance scoring guide* | 4 | Sheet music | 4 | National MU 1, Content FA 1, GLE PP 1D |
|   |   |   |   |   |   |   |   |   |   |
| **APRIL** | 1 | Aria | 1 | Apply vocal techniques required for expressive performance of an aria | 1 | Singing test | 1 | Sheet music for aria | 1 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Solfege | 2 | Sight read standard musical notation using solfege at level 2 difficulty | 2 | *Informal assessment*  | 2 | Sight-reading music | 2 | National MU 5, Content FA 2, GLE EP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Performance Preparation (Spring Choral Concert) | 3 | Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble | 3 | *Informal assessment and performance scoring guide* | 3 | Spring concert music | 3 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
| **MAY** | 1 | Concert Etiquette | 1 | Develop criteria to distinguish between quality and non-quality performance in regard to posture, stage presence, and decorum both as a performer and a listener at various live concerts | 1 | Created etiquette scoring guide | 1 | Etiquette scoring guide | 1 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Performance preparation (Spring Choral Concert) | 2 | Apply vocal techniques required for expressive performance of varied literature | 2 | *Informal assessment and performance scoring guide* | 2 | Sheet music | 2 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Performance (Spring Choral Concert) | 3 | Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble | 3 | Spring Choral Concert and concert scoring guide | 3 | Concert scoring guide | 3 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Respond expressively to conductor's cues |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Apply stylistic elements needed to perform the music of various genres and cultures |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1C |
|   |   |   |   |   |   |   |   |   |   |
| 4 | Concert Reflection | 4 | Distinguish between quality and non-quality performance through self-assessment with regard to tone quality, expression/phrasing, rhythmic accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence | 4 | Completed reflection sheet | 4 | Reflection sheets | 4 | National MU 7, Content, FA 3, GLE AP 2A |

# Appendix F

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| **HIGH SCHOOL CHOIR/WOMEN'S GLEE CURRICULUM MAP** |
|  |   | **CONTENT** |  | **SKILLS** |  | **ASSESSMENT** |  | **RESOURCES** |  | **STANDARDS** |
| **AUGUST** | 1 | Full value contract | 1 | To cooperate with fellow classmates to create a full-value contract of how they will be successful in 8th grade choir | 1 | Final draft of full-value contract | 1 |  List of possible character traits | 1 | Content 4:4, 4:5, 4:6 |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Choir boot camp | 2 | Demonstrate proper seated and standing posture and breath support when singing | 2 | *Informal assessment and performance scoring guide* | 2 | PVC pipe phones | 3 | National MU1, Content FA 1, GLE PP 1A |
|   |   |   |  |   |   |   |   |   |   |
|   |   |   | Demonstrate singing skills using a singing voice and match pitch in an appropriate range |   |   |   |   |   | National MU1, Content FA 1, GLE PP 1A |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Demonstrate appropriate vowels while singing |   |   |   |  | 2 | National MU 1, Content FA 1, GLE PP 1A |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Demonstrate appropriate consonants while singing |   |   |   |   | 3 | National MU 1, Content FA 1, GLE PP 1A |
|   |   |   |   |   |   |   |   |   |   |
| **SEPTEMBER** | 1 | Review of music reading concepts | 1 | Reading the correct part in a 4-part open score octavo | 1 | Quiz over music reading | 1 | Octavos | 1 | National MU 5, Content FA 2, GLE EP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Key signatures | 2 | Identification of major key signatures in the treble and bass clef | 2 | Quiz over key signatures |   |   | 2 | National MU 5, Content FA 2, GLE EP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Solfege syllables | 3 | Identify each solfege syllable in order | 3 | Solfege worksheets | 3 | Sight-reading books | 3 | National MU 5, Content FA 2, GLE EP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Sing solfege exercises |   | Solfege singing test |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
| **OCTOBER** | 1 | Sight-reading | 1 | Sight-reading rhythms | 1 | Around-the-world | 1 | Sight-reading books | 1 | National MU 5, Content FA 2, GLE EP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |  |   | Sight-reading pitches in 1 part |   | *Informal assessment*  |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Performance Preparation (Veterans Day Assembly) | 2 | Demonstrate proper fundamental singing technique when performing music of moderate technical demands | 2 | *Informal assessment and performance scoring guide* | 2 | Veterans Day music | 2 | National MU 1, Content FA 1, GLE PP 1A |
|   |   |   |   |   |   |   |   |   |   |
| **NOVEMBER** | 1 | Sight-reading | 1 | Sight-reading pitches and rhythms in 2-parts | 1 | *Informal assessment* | 1 | Sight-reading books | 1 | National MU 5, Content FA 2, GLE EP 1E |
| 2 | Concert Etiquette | 2 | Develop criteria to distinguish between quality and non-quality performance in regard to posture, stage presence, and decorum both as a performer and a listener at various live concerts | 2 | Created etiquette scoring guide | 2 | Etiquette scoring guide | 2 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Performance Preparation (Veterans Day Assembly & Winter Choral Concert) | 3 | Apply vocal techniques required for expressive performance of varied literature | 3 | *Informal assessment and performance scoring guide* | 3 | Sheet music | 3 | National MU 1, Content FA1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 4 | Performance (Veterans Day Assembly) | 4 | Apply techniques for expressive performance of vocal literature of level 1-3 in a choral ensemble | 4 | Veterans Day Performance | 4 | Sheet music | 4 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Respond expressively to conductor's cues |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 5 | Concert Reflection | 5 | Distinguish between quality and non-quality performance through self-assessment with regard to tone quality, expression/phrasing, rhythmic accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence | 5 | Completed reflection sheet | 5 | Reflection sheets | 5 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| **DECEMBER** | 1 | Performance Preparation (Winter Choral Concert and Talent Show) | 1 | Apply vocal techniques required for expressive performance of varied literature | 1 | *Informal assessment and performance scoring guide* | 1 | Sheet music | 1 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Performance (Winter Choral Concert and Talent Show) | 2 | Apply techniques for expressive performance of vocal literature of level 1-3 in a choral ensemble | 2 | Winter Concert and Talent Show and concert scoring guide | 2 | Concert scoring guide | 2 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Respond expressively to conductor's cues |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Apply stylistic elements needed to perform the music of various genres and cultures |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1C |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Concert Reflection | 3 | Distinguish between quality and non-quality performance through self-assessment with regard to tone quality, expression/phrasing, rhythmic accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence | 3 | Completed reflection sheet | 3 | Reflection sheets | 3 | National MU 7, Content FA 3, GLE AP 2A |
| **JANUARY** | 1 | Sight-reading | 1 | Sight-reading in 3-parts | 1 | *Informal assessment* | 1 | Sight-reading books | 1 | National MU 5, Content FA 2, GLE EP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Preparation for Large Group Festival | 2 | Apply techniques for expressive performance of vocal literature of Level 4 or higher in a choral ensemble | 2 | *Informal assessment and judge's comments from contest* | 2 | Festival music | 2 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Listening | 3 | Listening for specific choral qualities in given musical selections | 3 | Listening quiz | 3 | Recordings | 3 | National MU 6, Content FA 3, GLE AP 1B |
|   |   |   |   |   |   |   |   |   |   |
| **FEBRUARY** | 1 | Sight-reading | 1 | Sight-reading in 3-parts | 1 | *Informal assessment* | 1 | Sight-reading books | 1 | National MU 5, Content FA 2, GLE EP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Preparation for Large Group Festival | 2 | Apply techniques for expressive performance of vocal literature of Level 4 or higher in a choral ensemble | 2 | *Informal assessment and judge's comments from contest* | 2 | Festival music | 2 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Listening | 3 | Listening for specific choral qualities in given musical selections | 3 | Listening quiz | 3 | Recordings |   | National MU 6, Content FA 3, GLE AP 1B |
|   |   |   |   |   |   |   |   |   |   |
| **MARCH** | 1 | Sight-reading | 1 | Sight-reading in 3-parts | 1 | Judge comments - sight reading | 1 | Sight-reading books | 1 | National MU 5, Content FA 2, GLE EP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Preparation for Large Group Festival | 2 | Apply techniques for expressive performance of vocal literature of Level 4 or higher in a choral ensemble | 2 | Judge comments | 2 | Festival music |   | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Concert Reflection (Large Group Festival) | 3 | Distinguish between quality and non-quality performance through self-assessment with regard to tone quality, expression/phrasing, rhythmic accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence | 3 | Completed reflection sheet | 3 | Reflection sheets | 3 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| **APRIL** | 1 | Selection of music for Spring Concert and Graduation | 1 | Develop criteria to distinguish between quality and non-quality choral literature | 1 | Created scoring guide | 1 | Internet and headphones |   | National MU 7, Content FA 3, GLE AP 2A |
|  |   |  |   |  |   |  |   |  |   |
|  |   |  | Selecting quality pieces of choral literature based on created scoring guide |  | Submission of selection list with accompanying grading scale scores for each piece |  |   |  |   |
|  |   |  |   |  |   |  |   |  |   |
|  |   |  | Cooperatively choosing quality choral literature for performance at the Spring Concert |  | Selection list |  |   |  |   |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Performance Preparation (Spring Choral Concert and Graduation) | 2 | Perform a cappella and with accompaniment | 2 | *Informal assessment and performance scoring guide* | 2 | Spring Concert Music | 2 | National MU 1, Content FA 1, GLE PP 1D |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Apply stylistic elements needed to perform the music of various genres and cultures |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1C |
|   |   |   |   |   |   |   |   |   |   |
| **MAY** | 1 | Concert Etiquette | 1 | Develop criteria to distinguish between quality and non-quality performance in regard to posture, stage presence, and decorum both as a performer and a listener at various live concerts | 1 | Created etiquette scoring guide | 1 | Etiquette scoring guide | 1 | National MU 7, Content FA 3, GLE AP 2A |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Performance preparation (Spring Choral Concert and Graduation) | 2 | Apply vocal techniques required for expressive performance of varied literature | 2 | *Informal assessment and performance scoring guide* | 2 | Sheet music | 2 | National MU 1, Content FA 1, GLE PP 1B |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Performance (Spring Choral Concert and Graduation) | 3 | Apply techniques for expressive performance of vocal literature of Level 3 or 4 in a choral ensemble | 3 | Spring Choral Concert and Graduation and concert scoring guide | 3 | Sheet music | 3 | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Respond expressively to conductor's cues |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1E |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Apply stylistic elements needed to perform the music of various genres and cultures |   |   |   |   |   | National MU 1, Content FA 1, GLE PP 1C |
|   |   |   |   |   |   |   |   |   |   |
| 4 | Concert Reflection | 4 | Distinguish between quality and non-quality performance through self-assessment with regard to tone quality, expression/phrasing, rhythmic accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence | 4 | Completed reflection sheet | 4 | Reflection sheets | 4 | National MU 7, Content FA 3, GLE AP 2A |

# Appendix G

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Please write at least one paragraph (which is 5 full sentences) for each answer. Please answer each question thoroughly. Attach additional paper if necessary. Each question is worth 5 points.*

1. What did you do well?
2. What did we do well?
3. What could you have done better?
4. What could we have done better?
5. What did you learn from watching others perform?
6. What suggestions do you have to improve our concerts?
7. What are some positive things about this experience?
8. What are some negative things about this experience?
9. Anything else? (not for points, just wondering!)

# Appendix H

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 20-18 points | 17-15 points | 14-11 points | 10 or fewer points |
| Rhythm | The rhythm is accurate without mistakes | The rhythm has one or two errors | The rhythm has three to four errors | The rhythm has more than four errors |
| Dynamics | At least three dynamic levels are performed correctly. | Three or fewer dynamic levels are performed correctly | Two or fewer dynamic levels are performed correctly | There is no dynamic contrast. |
| Pitches | The pitches are accurate without mistakes | The pitches performed have one or two errors | The pitches performed have three or four errors | The pitches performed have more than four errors. |
| Pronunciation | All words are pronounced correctly | All words except for one or two are pronounced correctly | All words except for three or four are pronounced correctly | There are more than four words pronounced incorrectly. |
| Enunciation | All words are clearly enunciated. | All words except for one or two are clearly enunciated. | All words except for three or four are clearly enunciated. | There are more than four words that are not clearly enunciated. |
| Tempo | All tempi are performed correctly. | Tempo slightly fluxuates. | Tempo significantly fluxuates. | Tempo is erratic and unsynchronized. |
| Hands | Hands are kept at sides at all times. | Hands come up once or twice during performance. | Hands come up three or four times during performance. | Hands come up over four times during performance or are distracting. |
| Body carriage | Body is still and tall. | Body moves slightly or there is slight slouching. | Body movement is significant or there is significant slouching. | Body movement and/or body carriage is distracting in performance. |
| Talking | There is no talking once on stage. | One or two words are spoken on stage. | Three or four words are spoken on stage. | Four or more words are spoken on stage. |
| Facial expression | The face expresses the emotion of the piece without being distracting. | The face expresses some of the emotions or is only distracting once or twice.  | The face expresses a few emotions or is distracting three or four times. | The face does not express any of the emotions of the piece or is distracting more than four times. |

# Appendix I

|  |
| --- |
| **MUSIC APPRECATION CURRICULUM MAP**  |
|  |   | **CONTENT** |  | **SKILLS** |  | **ASSESSMENT** |  | **RESOURCES** |  | **STANDARDS** |
| **AUGUST** | 1 | Full value contract | 1 | To cooperate with fellow classmates to create a full-value contract of how they will be successful in music appreciation | 1 | Full-value contract | 1 |  List of possible character traits | 1 | Content 4:4, 4:5, 4:6 |
|   |   |   |   |   |   |   |   |   |   |
| 2 | Tolerance and acceptance of musical styles | 2 | To tolerate and accept some types of music unfamiliar to them | 2 | Chapter 1 book work, reading guide, review, and test | 2 | Music! It's Role and Importance in our Lives textbook and CD | 2 | National MU 9, Content FA 5, GLE HC 1A, 1B, 1C |
|   |   |   |   |   |   |   |   |   |   |
| 3 | Musical preference project | 3 | To communicate musical preferences and decipher why they are preferences | 3 | "Why I like this music" project |   |  | 3 | National MU 9, Content FA 5, GLE HC 1D |
|   |   |   |   |   |   |   |   |   |   |
| **SEPTEMBER** | 1 | Jazz | 1 | Identify the musical characteristics of jazz | 1 | Reading guide | 1 | Music! It's Role and Importance in our Lives textbook and CDs | 1 | National MU 1, MU 6, MU 7, MU 9 |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Distinguish styles and eras |   | Chapter review |   | NEA's Jazz in the Schools - Jazz and American History book and CD-ROM |   | Content FA 1, FA 2, FA 3, FA 5 |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Integrating jazz history with American social, economic, and political developments |   | "Kansas City in Jazz" project |   | Jazz History Museum |   | GLE AP 1A, 1B, 2A, 2B; HC 1A, 1B, 1C, 1D |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Identify instruments |   |   |   |  |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Connect jazz concepts to local jazz community in Kansas City |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Identify improvisations |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Identify jazz musicians |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
| **OCTOBER** | 1 | Opera | 1 | Identify musical characteristics that communicate emotions |   | Reading guide | 1 | Music! It's Role and Importance in our Lives textbook and CDs | 1 | National MU 5, MU 6, MU 7 |
|   |  |   |  |   |   |   |   |   |   |
|   |   |   | Compare an opera with a musical |   | Chapter review |   | *The Merry Widow* DVD and study guide |   | Content FA 1, FA 2, FA 3, FA 5 |
|   |  |   |  |   |   |   |   |   |   |
|   |  |   | Describe how music expresses contrasting moods/ideas simultaneously |   | "Create a musical based on an opera" project |   |  |   | GLE AP 1A, 1B, 2A, 2B; HC 1A, 1B, 1C, 1D |
|   |  |   |  |   |   |   |   |   |   |
|   |   |   | Compare/contrast vocal color and tempo |   |   |   |   |   |   |
|   |   |   |  |   |   |   |   |   |   |
|   |   |   | Identify the musical structure of an opera |   |   |   |   |   |   |
|   |   |   |  |   |   |   |   |   |   |
|   |   |   | Show how music carries a story |  |   |   |   |   |   |
|   |   |   |  |   |   |   |   |   |   |
| **NOVEMBER** | 1 | Musical theater/musicals | 1 | Distinguish between opera and musical theater | 1 | Reading guide | 1 | Music! It's Role and Importance in our Lives textbook and CDs | 1 | National MU 5, MU 6, MU 7 |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Identify musical qualities that make a song expressive |   | Chapter review |   | *Singing in the Rain* DVD |   | Content FA 1, FA 2, FA 3, FA 5 |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Analyze songs from musical theater |   | "Musical critique" project |   | *Les Miserables in Concert* DVD |   | GLE AP 1A, 1B, 2A, 2B; HC 1A, 1B, 1C, 1D |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Identify how music portrays character |   |   |   |  |   |   |
|   |   |   |   |   |  |   |  |   |   |
|   |   |   | Describe how music sets a scene |   |  |   |  |   |   |
|   |   |   |  |   |   |   |   |   |   |
|   |   |   | Identify musical structure of musicals |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
| **DECEMBER** | 1 | Music in the Movies | 1 | Perform an ostinato | 1 | Reading guide | 1 | Music! It's Role and Importance in our Lives textbook and CDs | 1 | National MU 2, MU 4, MU 5, MU 6, MU 7, MU 8 |
|   |  |   |   |   |   |   |   |   |   |
|   |   |  | Analyze musical characteristics |   | Chapter review |   | *Home Alone* DVD |   | Content FA 1, FA 2, FA 3, FA 5 |
|   |   |  |   |   |   |   |   |   |   |
|   |   |   | Determine mood from overtures |   | "Soundtrack critique" project |   | *ET* DVD |   | GLE AP 1A, 1B, 2A, 2B; HC 1A, 1B, 1C, 1D |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Analyze character themes |   |   |   |  |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Identify the effect of background music |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Create a silent film and musical accompaniment |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Identify how music establishes character |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Identify how music evokes time and culture |   |   |   |   |   |   |
|   |   |   |   |  |   |   |   |   |   |
|   |   |   | Describe the skills of a music director |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Analyze structure and effect of musical cues |   |   |   |   |   |   |
| **JANUARY** | 1 | Country | 1 | Identify the musical characteristics of country music | 1 | Presentation on country genre | 1 | Internet | 1 | National MU 7, MU 9 |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Distinguish styles and eras |   | Presentation on country artist |   | CDs |   | Content FA 1, FA 2, FA 3, FA 5 |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Integrating country music history with American social, economic, and political developments |   |   |   |   |   | GLE AP 1A, 1B, 2A, 2B; HC 1A, 1B, 1C, 1D |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Identify instruments |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Identify country music musicians |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
| **FEBRUARY** | 1 | Rock | 1 | Identify the musical characteristics of rock music | 1 | Presentation on rock genre | 1 | Internet | 1 | National MU 7, MU 9 |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Distinguish styles and eras |   | Presentation on rock artist |   | CDs |   | Content FA 1, FA 2, FA 3, FA 5 |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Integrating rock music history with American social, economic, and political developments |   |   |   | *History of Rock and Roll DVD* |   | GLE AP 1A, 1B, 2A, 2B; HC 1A, 1B, 1C, 1D |
|   |   |   |  |   |   |   |   |   |   |
|   |   |   | Identify instruments |   |   |   |   |   |   |
|   |   |   |  |   |   |   |   |   |   |
|   |  |   | Identify rock musicians |   |  |   |  |   |   |
|   |   |   |   |   |   |   |   |   |   |
| **MARCH** | 1 | Composition/Arranging | 1 | Arrange musical selections using previously recorded sound clips | 1 | Arrangement | 1 | Audacity computer program | 1 | National MU 4, MU 5 |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   | Compose music in several different styles | 2 | Composition |   | Headphones |   | Content FA 1, FA 2, FA 3, FA 5 |
|   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   | "Music Technology Debate" project |   | Finale music writing program |   | GLE EP 1D |
|   |   |   |   |   |   |   |   |   |   |
| **APRIL** | 1 | Open | 1 | Identify other musical interests of students and create lessons based around that topic | 1 | Varies | 1 | Varies | 1 | Varies |
|   |   |   |   |   |   |   |   |   |   |
| **MAY** | 1 | Open | 1 | Identify other musical interests of students and create lessons based around that topic | 1 | Varies | 1 | Varies | 1 | Varies |
|   |   |   |   |   |   |   |   |   |   |