

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: **Music**

Course Length: Full Year

Grade: **7th-8th**

Date Last Approved:

Stage 1: Desired Results

Course Description and Purpose:

7th and 8th grade Performance Playlist class will allow students to expand on the foundation taught in previous music courses. Performance Playlist class is a commitment to all students performing and creating in addition to listening and analyzing music. Students in the class will choose units of study. These areas of study include Tone Chimes, Guitar/Ukulele, World Music/Instruments, Listening and Movement, Digital Composition, and Pop Music through the Decades. Students will display their proficiencies in concerts and individual performances as well as knowledge assessments. Students will demonstrate understanding of musical concepts through performing, describing, creating and connecting.

Enduring Understanding(s):

1. Creating art forms fosters problem solving skills and the conception of new ideas.
2. By performing and presenting within the fine arts students synthesize, describe, and generate an artist's process.
3. When responding in the fine arts students interact with and reflect on artistic work and performances to develop understanding.
4. When participating in the fine arts students will connect artistic ideas and processes with personal meanings and relate with their world, community and other disciplines.

Essential Question(s):

1. What makes a performance significant?
2. How does the human experience enhance our ability to create and perform works of music – some of which are hundreds of years old?
4. How does popular music reflect society, and vice-versa, how does society reflect popular music.
5. How can time, place and context effect a musical composition or performance?
6. How does the experience of a performance change when there are a variety of instruments, roles in an ensemble?
7. Describe different types of performing ensembles and their contributions to our musical heritage?
8. What steps must a performer take to help ensure success in a performance?

Learning Targets:

1. Students will **perform** vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
2. Students will **create** original, improvised or composed compositions that meet appropriate criteria. (Product)
3. Students will **respond** to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)
4. Students will **demonstrate** performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)
5. Students will **demonstrate understanding of connections** between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Stage 2: Learning Plan

I. TONE CHIMES

A. Playing mechanics

Posture
Playing the instrument
Care and Maintenance

B. Rhythmic and Melodic Literacy

C. Responding to Performances

Individual Critique
Comparing and Contrasting
Performances

D. Creative Process

Compose song with set of criteria

A. Playing mechanics

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	-Classroom walkthroughs
Formative	Product	-Demonstration of individual techniques.
Summative	Skill / Product	-Performance including all elements of playing mechanics. -Student demonstrates and teaches concepts to other students

B. Rhythmic/Melodic Literacy

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	Classroom Discussion
Formative	Knowledge	Verbalize Musical Vocabulary
Summative	Product, Skill	Performance contains correct musical elements.

C. Responding to Performances

Standards:

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

MAS 9: Apply criteria to evaluate artistic work.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Assessment Map:

Type	Level	Assessment Detail
Practice	Reasoning/ Knowledge	Class Discussion on specific performance elements.
Formative	Reasoning/ Knowledge	Performance Evaluation Comparing multiple compositions using a set of criteria
Summative	Product	Performance Evaluation includes an action plan for future performances.

D. Creative Process

Standards:

MAS 1: Generate and conceptualize artistic ideas and work.

MAS 2: Organize and develop artistic ideas and work.

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 6: Convey meaning through the presentation of artistic work.

MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill/ Knowledge/ Reasoning	Whole group composition
Formative	Product	Group Compositions
Summative	Product	Individual Compositions

II. GUITAR/UKULELE

A. Playing mechanics

Posture
Playing the instrument
Care and Maintenance

B. Rhythmic and Melodic Literacy

C. Responding to Performances

Individual Critique
Comparing and Contrasting
Performances

D. Creative Process

Compose song with set of criteria

A. Playing mechanics

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	-Classroom walkthroughs
Formative	Product	-Demonstration of individual techniques.
Summative	Skill / Product	-Performance including all elements of playing mechanics. -Student demonstrates and teaches concepts to other students

B. Rhythmic/Melodic Literacy

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	Classroom Discussion
Formative	Knowledge	Verbalize Musical Vocabulary
Summative	Product, Skill	Performance contains correct musical elements.

C. Responding to Performances

Standards:

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

MAS 9: Apply criteria to evaluate artistic work.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Assessment Map:

Type	Level	Assessment Detail
Practice	Reasoning/ Knowledge	Class Discussion on specific performance elements.
Formative	Reasoning/ Knowledge	Performance Evaluation Comparing multiple compositions using a set of criteria
Summative	Product	Performance Evaluation includes an action plan for future performances.

D. Creative Process

Standards:

MAS 1: Generate and conceptualize artistic ideas and work.

MAS 2: Organize and develop artistic ideas and work.

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 6: Convey meaning through the presentation of artistic work.

MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill/ Knowledge/ Reasoning	Whole group composition
Formative	Product	Group Compositions
Summative	Product	Individual Compositions

III. World Music/Instruments

A. Playing mechanics

- Posture
- Playing the instrument
- Care and Maintenance

B. Rhythmic and Melodic Literacy

C. Responding to Performances

- Individual Critique
- Comparing and Contrasting Performances

D. Creative Process

- Compose song with set of criteria

A. Playing mechanics

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	-Classroom walkthroughs
Formative	Product	-Demonstration of individual techniques.
Summative	Skill / Product	-Performance including all elements of playing mechanics. -Student demonstrates and teaches concepts to other students

B. Rhythmic/Melodic Literacy

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	Classroom Discussion
Formative	Knowledge	Verbalize Musical Vocabulary
Summative	Product, Skill	Performance contains correct musical elements.

C. Responding to Performances

Standards:

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

MAS 9: Apply criteria to evaluate artistic work.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Assessment Map:

Type	Level	Assessment Detail
Practice	Reasoning/ Knowledge	Class Discussion on specific performance elements.
Formative	Reasoning/ Knowledge	Performance Evaluation Comparing multiple compositions using a set of criteria
Summative	Product	Performance Evaluation includes an action plan for future performances.

D. Creative Process

Standards:

MAS 1: Generate and conceptualize artistic ideas and work.

MAS 2: Organize and develop artistic ideas and work.

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 6: Convey meaning through the presentation of artistic work.

MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill/ Knowledge/ Reasoning	Whole group composition
Formative	Product	Group Compositions
Summative	Product	Individual Compositions

IV. Listening and Movement

A. Styles of Music

B. Forms of Music

C. Musical Elements

D. Movement

A. Styles of Music

Standards:

- **MAS 7** - Perceive and analyze artistic work.
- **MAS 8** - Interpret intent and meaning in artistic work..
- **MAS 9** - Apply criteria to evaluate artistic work..
- **MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- **MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

5. Students will [demonstrate understanding of connections](#) between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill/ Knowledge/ Reasoning	
Formative	Product	
Summative	Product	

B. Forms of Music

Standards:

- **MAS 7** - Perceive and analyze artistic work.
- **MAS 8** - Interpret intent and meaning in artistic work..
- **MAS 9** - Apply criteria to evaluate artistic work..
- **MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- **MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Assessment Map:

Type	Level	Assessment Detail
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Practice	Skill	-Classroom walkthroughs
Formative	Product	-Demonstration of individual techniques.
Summative	Skill / Product	-Performance including all elements of playing mechanics. -Student demonstrates and teaches concepts to other students

C. Musical Elements

Standards:

- **MAS 7** - Perceive and analyze artistic work.
- **MAS 8** - Interpret intent and meaning in artistic work..
- **MAS 9** - Apply criteria to evaluate artistic work..
- **MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- **MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 5. Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	-Classroom walkthroughs
Formative	Product	-Demonstration of individual techniques.
Summative	Skill / Product	-Performance including all elements of playing mechanics. -Student demonstrates and teaches concepts to other students

D. Movement

- **MAS 4** - Select, analyze and interpret artistic work for presentation.
- **MAS 7** - Perceive and analyze artistic work.
- **MAS 8** - Interpret intent and meaning in artistic work..
- **MAS 9** - Apply criteria to evaluate artistic work..
- **MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- **MAS 11** - Relate artistic ideas and works with societal,

cultural, and historical context to deepen understanding.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

5. Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	-Classroom walkthroughs
Formative	Product	-Demonstration of individual techniques.
Summative	Skill / Product	-Performance including all elements of playing mechanics. -Student demonstrates and teaches concepts to other students

V. Digital Composition

Digital Composition

- **MAS 1** - Generate and conceptualize artistic ideas and work.
- **MAS 2** - Organize and develop artistic ideas and work.
- **MAS 3** - Refine and complete artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	-Classroom walkthroughs
Formative	Product	-Demonstration of individual techniques.
Summative	Skill / Product	-Performance including all elements of playing mechanics. -Student demonstrates and teaches concepts to other students

VI. Pop Music through the Decades

A. Styles of Music

B. Historical Significance

C. Music Elements

A. Styles of Music

- **MAS 7** - Perceive and analyze artistic work.
- **MAS 8** - Interpret intent and meaning in artistic work..
- **MAS 9** - Apply criteria to evaluate artistic work..
- **MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- **MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

5. Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	-Classroom walkthroughs
Formative	Product	-Demonstration of individual techniques.
Summative	Skill / Product	-Performance including all elements of playing mechanics. -Student demonstrates and teaches concepts to other students

B. Historical Significance

- **MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

5. Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	-Classroom walkthroughs
Formative	Product	-Demonstration of individual techniques.
Summative	Skill / Product	-Performance including all elements of playing mechanics. -Student demonstrates and teaches concepts to other students

C. Music Elements

- **MAS 7** - Perceive and analyze artistic work.

- **MAS 8** - Interpret intent and meaning in artistic work..
- **MAS 9** - Apply criteria to evaluate artistic work..
- **MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- **MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

5. Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	-Classroom walkthroughs
Formative	Product	-Demonstration of individual techniques.
Summative	Skill / Product	-Performance including all elements of playing mechanics. -Student demonstrates and teaches concepts to other students