

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: **Music**

Course Length: Full Year

Grade: **6th-8th**

Date Last Approved: June 2015

Stage 1: Desired Results

Course Description and Purpose:

Students will demonstrate understanding of musical concepts through performing, describing, creating and connecting music with their world, community and other disciplines.

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?

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. Active Listening

- A. Comparing forms
- B. Recognizing and comparing timbres

Standards:

Music Anchor Standard 7 (Responding):
Perceive and analyze artistic work.

- C. Comparing genres including classical music time periods and Popular and folk styles
- D. Evaluating performances
- E. Analyzing meters including $\frac{3}{4}$, $\frac{4}{4}$, $\frac{2}{4}$, $\frac{6}{8}$

Music Anchor Standard 8 (Responding):
Interpret intent and meaning in artistic work..

Music Anchor Standard 9 (Responding):
Apply criteria to evaluate artistic work..

Learning Targets Addressed:

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	Reasoning / Knowledge	Informal class discussion
Formative	Skill	Performing individual musical elements
	Reasoning / Knowledge	Vocabulary identification
Summative	Skill	Performing multiple elements at same time
	Reasoning / Knowledge	Demonstrate appropriate use of vocabulary.

- II. Music and Society**
- A. Connect music and social movements
 - B. Evaluate influence of music on society and vice-versa
 - C. Understand influence of music on holidays and celebrations

Standards:

Music Anchor Standard 7 (Responding):
Perceive and analyze artistic work.

Music Anchor Standard 8 (Responding):
Interpret intent and meaning in artistic work..

Music Anchor Standard 9 (Responding):
Apply criteria to evaluate artistic work..

Music Anchor Standard 10 (Connecting):
Synthesize and relate knowledge and personal experiences to make art.

Music Anchor Standard 11 (Connecting):
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding..

Learning Targets Addressed:

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	Reasoning / Knowledge	Informal class discussion
Formative	Reasoning / Knowledge	Vocabulary identification
Summative	Reasoning / Knowledge	Demonstrate music's impact on culture as a whole.
		Compare music from several cultures and demonstrate how music is a reflection of the society and times that it is performed.

III. Creating and Performing

- A. Improvising melodies within set criteria
- B. Perform from traditional notation including chord symbols
- C. Interpreting aleatoric compositions
- D. Explore and compare modes including major, minor, blues and Non-Western systems.
- E. Perform a variety of instruments including ukulele, world Percussion, and electronic instruments

Standards:**Music Anchor Standard 1 (Creating):**

Generate and conceptualize artistic ideas and work.

Music Anchor Standard 2 (Creating):

Organize and develop artistic ideas and work.

Music Anchor Standard 3 (Creating):

Refine and complete artistic work.

Music Anchor Standard 4 (Performing):

Select, analyze and interpret artistic work for presentation.

Music Anchor Standard 5 (Performing):

Develop and refine artistic techniques and work for presentation.

Music Anchor Standard 6 (Performing):

Convey meaning through the presentation of artistic work.

Learning Targets Addressed:

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)

Assessment Map:

Type	Level	Assessment Detail
Practice	Reasoning / Knowledge	Informal class discussion
Formative	Skill	Performing individual musical elements
	Reasoning / Knowledge	Vocabulary identification
Summative	Skill	Performing multiple elements at same time
	Reasoning / Knowledge	Demonstrate appropriate use of vocabulary.

IV. Consumers of Music

A. How do we obtain music in the 21st century, what are the Economic and ethical impact of our decisions?

B. How has technology impacted how we discover and listen to music?

C. Copyright and promoting innovation.

Standards:

Music Anchor Standard 10 (Connecting):

Synthesize and relate knowledge and personal experiences to make art.

Music Anchor Standard 11 (Connecting):

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding..

Learning Targets Addressed:

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	Reasoning / Knowledge	Informal class discussion
Formative	Reasoning / Knowledge	Vocabulary identification

	Summative	Reasoning / Knowledge	Discuss the role of individual choices on the music industry. How can consumers impact the choices that artists make
			Show understanding of technology used today to create and listen to music