

Pre-K	CREATING
<p align="center">Imagine</p> <p align="center"><i>Generate musical ideas for various purposes and contexts</i></p>	
<p><u>Enduring Understanding:</u> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	<p><u>Essential Question:</u> How do musicians generate creative ideas?</p>
<p align="center">Common Anchor #1</p>	<p align="center"><u>Students will be able to:</u></p>
<p>With substantial guidance explore and experience a variety of music.</p>	<p><u>Improvise with:</u></p> <ul style="list-style-type: none"> • body percussion • voice • non-pitched instruments
<p align="center">Plan and Make</p> <p align="center"><i>Select and develop musical ideas for defined purposes and contexts</i></p>	
<p><u>Enduring Understanding:</u> Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p><u>Essential Question:</u> How do musicians make creative decisions?</p>
<p align="center">Common Anchor #2</p>	<p align="center"><u>Students will be able to:</u></p>
<p>With substantial guidance, explore favorite musical ideas.</p>	<p><u>Demonstrate and discuss music in relation to:</u></p> <ul style="list-style-type: none"> • how it makes them feel • why music is in our world • what purpose music serves in our world • what types of music are his/her favorite and why <p><u>Combine, sequence, and document personal musical ideas using:</u></p> <ul style="list-style-type: none"> • words • icons to represent sounds • movement
<p>With substantial guidance explore select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</p>	

Evaluate and Refine

Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How do musicians improve the quality of their creative work?</p>
<p>Common Anchor #3</p>	<p><u>Students will be able to:</u></p>
<p>With substantial guidance, explore personal, peer, and teacher feedback to revise personal music ideas.</p>	<p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • giving feedback to others about their musical work • listening to feedback from others about his/her musical work • evaluating own musical work

Present

Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.

<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>When is creative work ready to share?</p>
<p>Common Anchor</p>	<p><u>Students will be able to:</u></p>
<p>With significant guidance, share revised personal musical ideas with peers.</p>	<p><u>Present/perform musical works:</u></p> <ul style="list-style-type: none"> • in a variety of settings, both formally and informally. • discussing what a musical performance should look and sound like

Pre-K	Performing
<p align="center">Select</p> <p><i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Performers' interest in and knowledge of musical works, understanding of their own technical skills, and the context for a performance influence the selection of repertoire.</p>	<p><u>Essential Question:</u></p> <p>How do performers select repertoire?</p>
<p align="center">Common Anchor #4</p>	<p align="center"><u>Students will be able to:</u></p>
<p>With significant guidance explore personal interests in, knowledge about, and purpose of varied musical selections.</p>	<p><u>Demonstrate and explain reasons for selecting music in regards to:</u></p> <ul style="list-style-type: none"> • Preference • Background of music
<p align="center">Analyze</p> <p><i>Analyze the structure and context of varied musical works and their implications for performance</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	<p><u>Essential Question:</u></p> <p>How does understanding the structure and context of musical works inform performance?</p>
<p>With significant guidance explore and demonstrate awareness of musical contrasts.</p>	<p><u>Demonstrate knowledge of music of a particular culture in regards to:</u></p> <ul style="list-style-type: none"> • steady beat • loud/soft, fast/slow, • same/different <p><u>Demonstrate knowledge of music used in a variety of setting and cultures including:</u></p> <ul style="list-style-type: none"> • Socially • Emotionally • Holidays

Interpret <i>Develop personal interpretations that consider creators' intent.</i>	
<u>Enduring Understanding:</u> Performers make interpretive decisions based on their understanding of context and expressive intent.	<u>Essential Question:</u> How do performers interpret musical works?
Common Anchor With significant guidance explore music's expressive qualities. (dynamics and tempo)	<u>Students will be able to:</u> <u>Demonstrate understanding of AND how expressive qualities convey expressive intent including:</u> <ul style="list-style-type: none"> • Dynamics (loud/soft) • Tempo (fast/slow) • Mood (happy/sad)
Rehearse, Evaluate and Refine <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	
<u>Enduring Understanding:</u> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<u>Essential Question:</u> How do musicians improve the quality of their performance?
Common Anchor #5	<u>Students will be able to:</u>
With substantial guidance , practice and demonstrate what they like about their own performance.	<u>Apply established criteria for evaluating performances including:</u> <ul style="list-style-type: none"> • Expression • Performance readiness <u>Identify and apply strategies to address a performance including:</u> <ul style="list-style-type: none"> • Expression • Beat • Performance readiness
With substantial guidance, apply personal, peer, and teacher feedback to refine performances.	

<p style="text-align: center;">Present</p> <p style="text-align: center;"><i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
Common Anchor #6	Students will be able to:
<p>With substantial guidance, perform music with expression.</p>	<p><u>Perform music with focus on:</u></p> <ul style="list-style-type: none"> • Memory • Expression
Pre-K	Responding
<p style="text-align: center;">Select</p> <p style="text-align: center;"><i>Choose music appropriate for a specific purpose or context.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How do individuals choose music to experience?</p>
Common Anchor #7	Students will be able to:
<p>With substantial guidance, state personal interests and demonstrate why they prefer some music selection over others.</p>	<p><u>Identify and demonstrate music selection in personal life in regards to:</u></p> <ul style="list-style-type: none"> • Preference
<p style="text-align: center;">Analyze</p> <p style="text-align: center;"><i>Analyze how the structure and context of varied musical works inform the response.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Response to music is informed by analyzing context and how creators and performers manipulate the elements of music.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How does understanding the structure and context of music inform a response?</p>

Common Anchor #7	<u>Students will be able to:</u>
With substantial guidance, explore musical contrasts in music.	<u>Describe how purpose in music is supported by music concepts such as:</u> <ul style="list-style-type: none"> • Tempo (fast/slow) • Dynamics (loud/soft) • Same/different
Interpret <i>Support interpretations of musical works that reflect creators'/performers expressive intent.</i>	
<u>Enduring Understanding:</u> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<u>Essential Question:</u> How do we discern the musical creators' and performers' expressive intent?
Common Anchor #8	<u>Students will be able to:</u>
With substantial guidance, explore music's expressive qualities.	<u>Demonstrate knowledge of music concepts through performance including:</u> <ul style="list-style-type: none"> • Mood (happy/sad) • Movement • Loud/soft
Evaluate <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	
<u>Enduring Understanding:</u> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<u>Essential Question:</u> How do we judge the quality of musical work(s) and performance(s)?

Common Anchor #9	<u>Students will be able to:</u>
With substantial guidance, talk about personal and expressive preferences in music.	<u>Apply personal and expressive preferences to evaluate music including:</u> <ul style="list-style-type: none"> • Music preference
Pre-K	Connecting
Connect #10 <i>Synthesize and relate knowledge and personal experiences to make music.</i>	
<u>Enduring Understanding:</u> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<u>Essential Question:</u> How do musicians make meaningful connections to creating, performing, and responding?
Common Anchor #10	<u>Students will be able to:</u>
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Learn Instrument Families: <ul style="list-style-type: none"> • Percussion Introduce various musical styles including: <ul style="list-style-type: none"> • Classical • World • Sing-a-long • Lullabies Demonstrate a wide range of expressive qualities including: <ul style="list-style-type: none"> • facial expression • body expression • high/low • fast/slow
With substantial guidance, share revised musical ideas with peers.	
With substantial guidance, demonstrate and state preference for varied musical selections.	
With substantial guidance, explore music's expressive qualities.	

Connect #11

Relate musical ideas and works with varied context to deepen understanding.

Enduring Understanding:

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Common Anchor #11

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

With substantial guidance, explore and demonstrate awareness of musical contrasts.

With substantial guidance, explore musical contrasts in music.

With substantial guidance, talk about their personal and expressive preferences in music.

Essential Question:

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Students will be able to:

Demonstrate knowledge of music used in a variety of setting, cultures, and subjects including:

- Socially
- Emotionally
- Holidays
- Discipline
- Behavior

Improvise with:

- body percussion
- voice
- non-pitched instruments

Perform music for a specific performance including:

- In class performances

Identify and demonstrate personal preference :

- Mood
- Tone
- Dynamics

Kindergarten	CREATING
Imagine <i>Generate musical ideas for various purposes and contexts</i>	
<u>Enduring Understanding:</u> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.	<u>Essential Question:</u> How do musicians generate creative ideas?
<u>Common Anchor #1</u>	<u>Students will be able to:</u>
With guidance improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	<u>Improvise with:</u> <ul style="list-style-type: none">body percussionvoicenon-pitched instrumentsquestion and answer <u>Compose with:</u> <ul style="list-style-type: none">simple 4 beat musical ideas with quarter, eighth notes and quarter rest, with guidance.
With guidance generate musical patterns and ideas within the context of a given tonality and meter.	
Plan and Make <i>Select and develop musical ideas for defined purposes and contexts</i>	
<u>Enduring Understanding:</u> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	<u>Essential Question:</u> How do musicians make creative decisions?
<u>Common Anchor #2</u>	<u>Students will be able to:</u>
With guidance demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	<u>Demonstrate and discuss music in relation to:</u> <ul style="list-style-type: none">how it makes them feel

With guidance use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	<ul style="list-style-type: none"> • why music is in our world • what purpose music serves in our world • what types of music are his/her favorite and why <p><u>Combine, sequence, and document personal musical ideas using:</u></p> <ul style="list-style-type: none"> • words • icons to represent sounds
<p align="center">Evaluate and Refine</p> <p align="center"><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p align="center"><u>Essential Question:</u></p> <p>How do musicians improve the quality of their creative work?</p>
Common Anchor #3	<u>Students will be able to:</u>
With guidance, discuss and apply personal, peer, and teacher feedback to revise personal music ideas.	<p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • giving feedback to others about their musical work • listening to feedback from others about his/her musical work • evaluating own musical work
<p align="center">Present</p> <p align="center"><i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p align="center"><u>Essential Question:</u></p> <p>When is creative work ready to share?</p>

Common Anchor #3	<u>Students will be able to:</u>
With guidance convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	<u>Present/perform musical works:</u> <ul style="list-style-type: none"> • in a variety of settings, both formally and informally. • discussing what a musical performance should look and sound like
Kindergarten	Performing
Select <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
<u>Enduring Understanding:</u> Performers' interest in and knowledge of musical works, understanding of their own technical skills, and the context for a performance influence the selection of repertoire.	<u>Essential Question:</u> How do performers select repertoire?
Common Anchor #4	<u>Students will be able to:</u>
With guidance demonstrate and discuss personal interests in, knowledge about, and purpose of varied musical selections.	<u>Demonstrate and explain reasons for selecting music in regards to:</u> <ul style="list-style-type: none"> • Preference • Background of music • Styles of music • Performance purpose
Analyze <i>Analyze the structure and context of varied musical works and their implications for performance</i>	
<u>Enduring Understanding:</u> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<u>Essential Question:</u> How does understanding the structure and context of musical works inform performance?
Common Anchor #4	<u>Students will be able to:</u>
With guidance demonstrate knowledge of music concepts in music are used in various styles of music for a variety of cultures selected for a purpose.	<u>Demonstrate knowledge of music of a particular culture in regards to:</u> <ul style="list-style-type: none"> • steady beat • loud/soft, long/short, fast/slow, high/low

<p>When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p>	<ul style="list-style-type: none"> • mood • rhythm from a song pattern • tone <p><u>Demonstrate knowledge of music used in a variety of setting and cultures including:</u></p> <ul style="list-style-type: none"> • Socially • Emotionally • Art forms • Patriotism • Holidays <p><u>Read and perform rhythmic and melodic patterns using:</u></p> <ul style="list-style-type: none"> • Lines and spaces on the music staff • Icons to represent eighth, quarter notes and rests
<p style="text-align: center;">Interpret</p> <p style="text-align: center;"><i>Develop personal interpretations that consider creators' intent.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p style="text-align: center;">Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p style="text-align: center;">How do performers interpret musical works?</p>
<p style="text-align: center;">Common Anchor#4</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>With guidance demonstrate and describe music's expressive qualities. (dynamics and tempo)</p>	<p><u>Demonstrate understanding of AND how expressive qualities convey expressive intent including:</u></p> <ul style="list-style-type: none"> • Dynamics (loud/soft) • Tempo (fast/slow) • Mood (happy/sad)

Rehearse, Evaluate and Refine <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	
<u>Enduring Understanding:</u> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<u>Essential Question:</u> How do musicians improve the quality of their performance?
Common Anchor #5	<u>Students will be able to:</u>
With guidance apply personal, teacher ,and peer feedback to refine performances.	<u>Apply established criteria for evaluating performances including:</u> <ul style="list-style-type: none">• Expression• Performance readiness• Performance quality <u>Identify and apply strategies to address a performance including:</u> <ul style="list-style-type: none">• Expression• Tempo• Performance readiness• Performance quality
With guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	
Present <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	
<u>Enduring Understanding:</u> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<u>Essential Question:</u> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Common Anchor #6	<u>Students will be able to:</u>
With guidance perform music for a specific purpose with expression.	<u>Perform music with focus on:</u> <ul style="list-style-type: none">• Intonation• Dynamics• Memory

With guidance perform appropriately for the audience and purpose.	<ul style="list-style-type: none"> • Expression <p><u>Perform music for specific purpose such as:</u></p> <ul style="list-style-type: none"> • Holidays • Patriotism <p><u>Demonstrate performance decorum and audience etiquette including:</u></p> <ul style="list-style-type: none"> • Concert Etiquette • Behavior • Respect • Proper participation
Kindergarten	Responding
<p>Select</p> <p><i>Choose music appropriate for a specific purpose or context.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p><u>Essential Question:</u></p> <p>How do individuals choose music to experience?</p>
Common Anchor #7	<u>Students will be able to:</u>
With guidance identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	<p><u>Identify and demonstrate music selection in personal life in regards to:</u></p> <ul style="list-style-type: none"> • Purpose • Preference • Background of music • Styles of music
<p>Analyze</p> <p><i>Analyze how the structure and context of varied musical works inform the response.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Response to music is informed by analyzing context and how creators and performers manipulate the elements of music.</p>	<p><u>Essential Question:</u></p> <p>How does understanding the structure and context of music inform a response?</p>

Common Anchor #7	<u>Students will be able to:</u>
With guidance describe how specific music concepts are used to support a specific purpose in music.	<u>Describe how purpose in music is supported by music concepts such as:</u> <ul style="list-style-type: none"> • beat • rhythm • Tempo (fast/slow) • Dynamics (loud/soft)
Interpret <i>Support interpretations of musical works that reflect creators'/performers expressive intent.</i>	
<u>Enduring Understanding:</u> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<u>Essential Question:</u> How do we discern the musical creators' and performers' expressive intent?
Common Anchor #8	<u>Students will be able to:</u>
With guidance, demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.	<u>Demonstrate knowledge of music concepts through performance including:</u> <ul style="list-style-type: none"> • Mood • Movement
Evaluate <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	
<u>Enduring Understanding:</u> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<u>Essential Question:</u> How do we judge the quality of musical work(s) and performance(s)?
Common Anchor #9	<u>Students will be able to:</u>
With guidance apply personal and expressive preferences in the evaluation of music for specific purposes.	<u>Apply personal and expressive preferences to evaluate music including:</u> <ul style="list-style-type: none"> • Music preference

Kindergarten	Connecting
Connect #10 <i>Synthesize and relate knowledge and personal experiences to make music.</i>	
<u>Enduring Understanding:</u> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<u>Essential Question:</u> How do musicians make meaningful connections to creating, performing, and responding?
Common Anchor #10	<u>Students will be able to:</u>
With guidance demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<u>Learn Instrument Families:</u> <ul style="list-style-type: none">• Strings• Percussion• Woodwind• Brass <u>Introduce various musical styles including:</u> <ul style="list-style-type: none">• Classical• World• Sing-a-long• Lullabies <u>Demonstrate a wide range of expressive qualities including:</u> <ul style="list-style-type: none">• facial expression• body expression• dynamics• tempo
With guidance demonstrate personal reasons for selecting patterns and ideas for their music that represent expressive intent.	
With guidance convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers and informal audience.	
With guidance demonstrate understanding of expressive qualities.	
With guidance demonstrate how personal interests and experiences influence musical selection for specific purposes.	
Connect #11 <i>Relate musical ideas and works with varied context to deepen understanding.</i>	

<p><u>Enduring Understanding:</u></p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>	<p><u>Essential Question:</u></p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
<p>Common Anchor #11</p>	<p><u>Students will be able to:</u></p>
<p>With guidance demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><u>Demonstrate knowledge of music used in a variety of setting, cultures, and subjects including:</u></p> <ul style="list-style-type: none"> • Socially • Emotionally • Art forms • Patriotism • Holidays • Discipline • Behavior <p><u>Improvise with:</u></p> <ul style="list-style-type: none"> • body percussion • voice • non-pitched instruments • question and answer <p><u>Perform music for a specific performance including:</u></p> <ul style="list-style-type: none"> • In class performances • Holidays • Patriotic events <p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • giving feedback to others about their musical work • listening to feedback from others about his/her musical work • evaluating own musical work
<p>With guidance improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p>	
<p>With guidance demonstrate knowledge of music concepts in music from a variety of cultures selected for performances.</p>	
<p>With guidance perform music for a specific purpose with expression and technical accuracy.</p>	
<p>With guidance describe how specific music concepts are used to support a specific purpose in music.</p>	
<p>With guidance apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	
<p>With guidance rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.</p>	

1st Grade	CREATING
Imagine <i>Generate musical ideas for various purposes and contexts</i>	
<u>Enduring Understanding:</u> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.	<u>Essential Question:</u> How do musicians generate creative ideas?
Common Anchor #1	<u>Students will be able to:</u>
With limited guidance, Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	<u>Improvise with:</u> <ul style="list-style-type: none">• body percussion• voice• instruments, such as non-pitched and pitched (glockenspiels)• mi-so patterns (voice, pitched instruments)• question and answer <u>Compose with:</u> <ul style="list-style-type: none">• simple 4 beat musical ideas with quarter, eighth notes and quarter rest, with guidance.• simple 4 beat musical ideas using mi-so, with guidance.
With limited guidance generate musical patterns and ideas within the context of a given tonality and meter.	
Plan and Make <i>Select and develop musical ideas for defined purposes and contexts</i>	
<u>Enduring Understanding:</u> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	<u>Essential Question:</u> How do musicians make creative decisions?
Common Anchor #2	<u>Students will be able to:</u>
With limited guidance demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	<u>Demonstrate and discuss music in relation to:</u> <ul style="list-style-type: none">• how it makes them feel

With limited guidance use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	<ul style="list-style-type: none"> • why music is in our world • what purpose music serves in our world • what types of music are his/her favorite and why <p><u>Combine, sequence, and document personal musical ideas using:</u></p> <ul style="list-style-type: none"> • words • standard notation • icons to represent sounds
<p align="center">Evaluate and Refine</p> <p><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p align="center"><u>Essential Question:</u></p> <p>How do musicians improve the quality of their creative work?</p>
Common Anchor #3	<u>Students will be able to:</u>
With limited guidance, discuss and apply personal, peer, and teacher feedback to revise personal music ideas.	<p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • giving feedback to others about their musical work • listening to feedback from others about his/her musical work • evaluating own musical work
<p align="center">Present</p> <p><i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p align="center"><u>Essential Question:</u></p> <p>When is creative work ready to share?</p>

With limited guidance convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	<u>Present/perform musical works:</u> <ul style="list-style-type: none"> • in a variety of settings, both formally and informally. • discussing what a musical performance should look and sound like .
1st Grade	Performing
Select <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
<u>Enduring Understanding:</u> Performers' interest in and knowledge of musical works, understanding of their own technical skills, and the context for a performance influence the selection of repertoire.	<u>Essential Question:</u> How do performers select repertoire?
Common Anchor #4	<u>Students will be able to:</u>
With limited guidance demonstrate and discuss personal interests in, knowledge about, and purpose of varied musical selections.	<u>Demonstrate and explain reasons for selecting music in regards to:</u> <ul style="list-style-type: none"> • Preference • Background of music • Styles of music • Performance purpose
Analyze <i>Analyze the structure and context of varied musical works and their implications for performance</i>	
<u>Enduring Understanding:</u> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<u>Essential Question:</u> How does understanding the structure and context of musical works inform performance?
Common Anchor #4	<u>Students will be able to:</u>
With limited guidance demonstrate knowledge of music concepts in music are used in various styles of music for a variety of cultures selected for a purpose.	<u>Demonstrate knowledge of music of a particular culture in regards to:</u> <ul style="list-style-type: none"> • steady beat • loud/soft, long/short, fast/slow, high/low • mood • rhythm from a song pattern • tone
When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	

	<p><u>Demonstrate knowledge of music used in a variety of setting and cultures including:</u></p> <ul style="list-style-type: none"> • Socially • Emotionally • Art forms • Sports • Patriotism • Holidays <p><u>Read and perform rhythmic and melodic patterns using:</u></p> <ul style="list-style-type: none"> • Eighth and quarter notes • Quarter rests • Lines and spaces on the music staff • mi, so
<p align="center">Interpret</p> <p align="center"><i>Develop personal interpretations that consider creators' intent.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p align="center">Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p align="center"><u>Essential Question:</u></p> <p align="center">How do performers interpret musical works?</p>
<p align="center">Common Anchor #4</p>	<p align="center"><u>Students will be able to:</u></p>
<p>With limited guidance demonstrate and describe music's expressive qualities. (dynamics and tempo)</p>	<p><u>Demonstrate understanding of AND how expressive qualities convey expressive intent including:</u></p> <ul style="list-style-type: none"> • Dynamics (loud/soft) • Tempo (fast/slow) • Mood (happy/sad)
<p align="center">Rehearse, Evaluate and Refine</p> <p align="center"><i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p align="center">To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new</p>	<p align="center"><u>Essential Question:</u></p> <p align="center">How do musicians improve the quality of their performance?</p>

ideas, persistence, and the application of appropriate criteria.	
Common Anchor #5	<u>Students will be able to:</u>
With limited guidance apply personal, teacher, and peer feedback to refine performances.	<u>Apply established criteria for evaluating performances including:</u> <ul style="list-style-type: none">• Expression• Performance readiness• Performance quality
With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	<u>Identify and apply strategies to address a performance including:</u> <ul style="list-style-type: none">• Expression• Tempo• Performance readiness• Performance quality
Present <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	
<u>Enduring Understanding:</u> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<u>Essential Question:</u> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Common Anchor #6	<u>Students will be able to:</u>
With limited guidance perform music for a specific purpose with expression.	<u>Perform music with focus on:</u> <ul style="list-style-type: none">• Intonation• Dynamics• Memory• Expression
With limited guidance perform appropriately for the audience and purpose.	<u>Perform music for specific purpose such as:</u> <ul style="list-style-type: none">• Holidays• Patriotism

	Demonstrate performance decorum and audience etiquette including: <ul style="list-style-type: none"> • Concert Etiquette • Behavior • Respect • Proper participation
1st Grade	Responding
Select <i>Choose music appropriate for a specific purpose or context.</i>	
<u>Enduring Understanding:</u> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<u>Essential Question:</u> How do individuals choose music to experience?
Common Anchor #7	<u>Students will be able to:</u>
With limited guidance identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	<u>Identify and demonstrate music selection in personal life in regards to:</u> <ul style="list-style-type: none"> • Purpose • Preference • Background of music • Styles of music
Analyze <i>Analyze how the structure and context of varied musical works inform the response.</i>	
<u>Enduring Understanding:</u> Response to music is informed by analyzing context and how creators and performers manipulate the elements of music.	<u>Essential Question:</u> How does understanding the structure and context of music inform a response?
Common Anchor #7	<u>Students will be able to:</u>
With limited guidance describe how specific music concepts are used to support a specific purpose in music.	<u>Describe how purpose in music is supported by music concepts such as:</u> <ul style="list-style-type: none"> • beat • rhythm • Tempo (fast/slow)

	<ul style="list-style-type: none"> • Dynamics (loud/soft)
<p style="text-align: center;">Interpret</p> <p style="text-align: center;"><i>Support interpretations of musical works that reflect creators'/performers expressive intent.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How do we discern the musical creators' and performers' expressive intent?</p>
Common Anchor #8	<u>Students will be able to:</u>
<p>With limited guidance, demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</p>	<p><u>Demonstrate knowledge of music concepts through performance including:</u></p> <ul style="list-style-type: none"> • Mood • Verses • Chorus • Movement
<p style="text-align: center;">Evaluate</p> <p style="text-align: center;"><i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How do we judge the quality of musical work(s) and performance(s)?</p>
Common Anchor #9	<u>Students will be able to:</u>
<p>With limited guidance apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p><u>Apply personal and expressive preferences to evaluate music including:</u></p> <ul style="list-style-type: none"> • Music preference

1st Grade	Connecting
<p align="center">Connect #10</p> <p align="center"><i>Synthesize and relate knowledge and personal experiences to make music.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</p>	<p align="center"><u>Essential Question:</u></p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>
<p align="center">Common Anchor #10</p>	<p align="center"><u>Students will be able to:</u></p>
<p>With limited guidance demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p><u>Learn Instrument Families:</u></p> <ul style="list-style-type: none"> • Strings • Percussion • Woodwind • Brass <p><u>Introduce various musical styles through discussion of specific composers including:</u></p> <ul style="list-style-type: none"> • Sergei Prokofiev • Camille Saint-Saens <p><u>Introduce various musical styles including:</u></p> <ul style="list-style-type: none"> • Classical • World • Sing-a-long • Lullabies <p><u>Demonstrate a wide range of expressive qualities including:</u></p> <ul style="list-style-type: none"> • facial and body expression • dynamics • diction (enunciation) • tempo

With limited guidance demonstrate personal reasons for selecting patterns and ideas for their music that represent expressive intent.	
With limited guidance convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers and informal audience.	
With limited guidance demonstrate understanding of expressive qualities.	
With limited guidance demonstrate how personal interests and experiences influence musical selection for specific purposes.	
<div>Connect #11</div> <div>Relate musical ideas and works with varied context to deepen understanding.</div>	
<div>Enduring Understanding:</div> <div>Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</div>	<div>Essential Question:</div> <div>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</div>
<div>Common Anchor #11</div>	<div>Students will be able to:</div>
With limited guidance demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<div>Demonstrate knowledge of music used in a variety of setting, cultures, and subjects including:</div> <ul style="list-style-type: none">SociallyEmotionallyArt formsPatriotismHolidaysDisciplineBehavior
With limited guidance improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	
With limited guidance demonstrate knowledge of music concepts in music from a variety of cultures selected for performances.	
With limited guidance perform music for a specific purpose with expression and technical accuracy.	
With limited guidance describe how specific music concepts are used to support a specific purpose in music.	
With limited guidance apply personal and expressive preferences in the evaluation of music for specific purposes.	<div>Improvise with:</div> <ul style="list-style-type: none">body percussionvoiceinstruments, such as non-pitched and pitched

<p>With limited guidance rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.</p>	<p>(glockenspiels)</p> <ul style="list-style-type: none"> • mi-so patterns (voice, pitched instruments) • question and answer <p><u>Perform music for a specific performance including:</u></p> <ul style="list-style-type: none"> • In class performances • Holidays • Patriotic events <p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • giving feedback to others about their musical work • listening to feedback from others about his/her musical work • evaluating own musical work
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2 nd Grade		CREATING	
Imagine			
Generate musical ideas for various purposes and contexts			
<u>Enduring Understanding:</u> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.		<u>Essential Question:</u> How do musicians generate creative ideas?	
Common Anchor #1		<u>Students will be able to:</u>	
Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.		<u>Improvise with:</u> <ul style="list-style-type: none">body percussionvoiceinstruments, such as non-pitched and pitched (including xylophones and glockenspiels)do-mi-so-la patterns (voice, pitched instruments)question and answer <u>Compose with:</u> <ul style="list-style-type: none">simple 8 beat musical ideas with half, quarter, eighth notes and quarter rest, with strict guidelines.simple 8 beat musical ideas using do-mi-so-la, with strict guidelines.	
Generate musical patterns and ideas within the context of a given tonality and meter.			
Plan and Make			
Select and develop musical ideas for defined purposes and contexts			
<u>Enduring Understanding:</u> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.		<u>Essential Question:</u> How do musicians make creative decisions?	
Common Anchor #2		<u>Students will be able to:</u>	
Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.		<u>Demonstrate and discuss music in relation to:</u>	

Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	<ul style="list-style-type: none"> • how it makes them feel • why music is in our world • what purpose music serves in our world • what types of music are his/her favorite and why <p><u>Combine, sequence, and document personal musical ideas using:</u></p> <ul style="list-style-type: none"> • words • standard notation • icons to represent sounds
<p align="center">Evaluate and Refine</p> <p align="center"><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p align="center"><u>Essential Question:</u></p> <p>How do musicians improve the quality of their creative work?</p>
Common Anchor #3	<u>Students will be able to:</u>
Interpret and apply personal, peer, and teacher feedback to revise personal music.	<p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • giving feedback to others about their musical work. • listening to feedback from others about his/her musical work. • evaluating own musical work.
<p align="center">Present</p> <p align="center"><i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p align="center"><u>Essential Question:</u></p> <p>When is creative work ready to share?</p>

Common Anchor #3	<u>Students will be able to:</u>
Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	<u>Present/perform musical works:</u> <ul style="list-style-type: none"> • in a variety of settings, both formally and informally. • discuss what a musical performance should look and sound like.
2nd Grade	Performing
Select <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
<u>Enduring Understanding:</u> Performers' interest in and knowledge of musical works, understanding of their own technical skills, and the context for a performance influence the selection of repertoire.	<u>Essential Question:</u> How do performers select repertoire?
Common Anchor #4	<u>Students will be able to:</u>
Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	<u>Demonstrate and explain reasons for selecting music in regards to:</u> <ul style="list-style-type: none"> • Preference • Background of music • Styles of music • Performance purpose
Analyze <i>Analyze the structure and context of varied musical works and their implications for performance</i>	
<u>Enduring Understanding:</u> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<u>Essential Question:</u> How does understanding the structure and context of musical works inform performance?
Common Anchor #4	<u>Students will be able to:</u>
Demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.	<u>Demonstrate knowledge of music from different cultures in regards to:</u>

<p>When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p>	<ul style="list-style-type: none"> • Beat • Meter (2/4, $\frac{3}{4}$, 4/4) • Tonality (major and minor) <p><u>Demonstrate knowledge of music used in a variety of setting and cultures including:</u></p> <ul style="list-style-type: none"> • Socially • Emotionally • Art forms • Sports • Patriotism • Holidays <p><u>Read and perform rhythmic and melodic patterns using:</u></p> <ul style="list-style-type: none"> • Eighth, quarter, half notes • Quarter rests • Lines and spaces on the music staff • Do, mi, so, la • Repeats • Codas
<p style="text-align: center;">Interpret</p> <p style="text-align: center;"><i>Develop personal interpretations that consider creators' intent.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p style="text-align: center;">Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p style="text-align: center;">How do performers interpret musical works?</p>
<p style="text-align: center;">Common Anchor #4</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Demonstrate understanding of expressive qualities and how creators use them to convey expressive intent.</p>	<p><u>Demonstrate understanding of AND how expressive qualities convey expressive intent including:</u></p> <ul style="list-style-type: none"> • Dynamics (piano, forte) • Tempo (fast, slow, medium)

	<ul style="list-style-type: none"> • Intonation • Mood
<p align="center">Rehearse, Evaluate and Refine</p> <p align="center"><i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p align="center"><u>Essential Question:</u></p> <p>How do musicians improve the quality of their performance?</p>
Common Anchor #5	<u>Students will be able to:</u>
<p>Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</p>	<p><u>Apply established criteria for evaluating performances including:</u></p> <ul style="list-style-type: none"> • Intonation • Posture • Expression • Performance readiness • Performance quality • Ensemble performances <p><u>Identify and apply strategies to address a performance including:</u></p> <ul style="list-style-type: none"> • Intonation • Posture • Expression • Tempo • Performance readiness • Performance quality
<p>Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.</p>	

Present

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Enduring Understanding:

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question:

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Common Anchor #6

Perform music for a specific purpose with expression and technical accuracy.

Perform appropriately for the audience and purpose.

Students will be able to:

Perform music with focus on:

- Intonation
- Dynamics
- Memory
- Light and heavy voices
- Expression

Perform music for specific purpose such as:

- Assemblies
- Holidays
- Patriotism

Demonstrate performance decorum and audience etiquette including:

- Concert Etiquette
- Behavior
- Respect
- Proper participation

2 nd Grade	Responding
<p align="center">Select</p> <p align="center"><i>Choose music appropriate for a specific purpose or context.</i></p>	
<p><u>Enduring Understanding:</u> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p><u>Essential Question:</u> How do individuals choose music to experience?</p>
<p align="center">Common Anchor #7</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p><u>Explain and demonstrate music selection in personal life in regards to:</u></p> <ul style="list-style-type: none"> • Purpose • Preference • Background of music • Styles of music
<p align="center">Analyze</p> <p align="center"><i>Analyze how the structure and context of varied musical works inform the response.</i></p>	
<p><u>Enduring Understanding:</u> Response to music is informed by analyzing context and how creators and performers manipulate the elements of music.</p>	<p><u>Essential Question:</u> How does understanding the structure and context of music inform a response?</p>
<p align="center">Common Anchor #7</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Describe how specific music concepts are used to support a specific purpose in music.</p>	<p><u>Describe how purpose in music is supported by music concepts such as:</u></p> <ul style="list-style-type: none"> • beat • rhythm • pitch • performance purpose
<p align="center">Interpret</p> <p align="center"><i>Support interpretations of musical works that reflect creators'/performers expressive intent.</i></p>	

<u>Enduring Understanding:</u> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<u>Essential Question:</u> How do we discern the musical creators' and performers' expressive intent?
Common Anchor #8	<u>Students will be able to:</u>
Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.	<u>Demonstrate knowledge of music concepts through performance including:</u> <ul style="list-style-type: none"> • Meter • Gradual and sudden changes in expressive qualities • Pitch (low, medium, and high) • Verses • Chorus
Evaluate <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	
<u>Enduring Understanding:</u> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<u>Essential Question:</u> How do we judge the quality of musical work(s) and performance(s)?
Common Anchor #9	<u>Students will be able to:</u>
Apply personal and expressive preferences in the evaluation of music for specific purposes.	<u>Apply personal and expressive preferences to evaluate music including:</u> <ul style="list-style-type: none"> • Music preference
2nd Grade	Connecting
Connect #10 <i>Synthesize and relate knowledge and personal experiences to make music.</i>	
<u>Enduring Understanding:</u> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<u>Essential Question:</u> How do musicians make meaningful connections to creating, performing, and responding?

Common Anchor #10		Students will be able to:	
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		<u>Learn Instrument Families:</u> <ul style="list-style-type: none">• Strings• Percussion• Woodwind• Brass	
Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent.		<u>Introduce various musical styles through discussion of specific composers including:</u> <ul style="list-style-type: none">• Edward Grieg• Rossini	
Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers and informal audience.		<u>Introduce various musical styles including:</u> <ul style="list-style-type: none">• Classical• Rock and Roll• Country• Rhythm and Blues	
Demonstrate understanding of expressive qualities.		<u>Demonstrate a wide range of expressive qualities including:</u> <ul style="list-style-type: none">• facial and body expression• dynamics• diction (enunciation)• tempo	
Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.			
Connect #11			
Relate musical ideas and works with varied context to deepen understanding.			
<u>Enduring Understanding:</u> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.		<u>Essential Question:</u> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	
Common Anchor #11		Students will be able to:	
Demonstrate understanding of relationships between music and		Demonstrate knowledge of music used in a variety of setting,	

the other arts, other disciplines, varied contexts, and daily life.	<p><u>cultures, and subjects including:</u></p> <ul style="list-style-type: none"> • Socially • Emotionally • Art forms • Sports • Patriotism • Holidays • Math • Reading • Science • History • Health • Discipline • Behavior <p><u>Improvise with:</u></p> <ul style="list-style-type: none"> • body percussion • voice • instruments, such as non-pitched and pitched (including xylophones and glockenspiels) • do-mi-so-la patterns (voice, pitched instruments) • question and answer <p><u>Perform music for a specific performance including:</u></p> <ul style="list-style-type: none"> • In class performances • Holidays • Assemblies • Patriotic events • Sporting events <p><u>Interpret musical ideas by:</u></p>
Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	
Demonstrate knowledge of music concepts in music from a variety of cultures selected for performances.	
Perform music for a specific purpose with expression and technical accuracy.	
Describe how specific music concepts are used to support a specific purpose in music.	
Apply personal and expressive preferences in the evaluation of music for specific purposes.	
Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	

	<ul style="list-style-type: none">• giving feedback to others about their musical work• listening to feedback from others about his/her musical work• evaluating own musical work
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3rd Grade		CREATING	
Imagine			
Generate musical ideas for various purposes and contexts			
<u>Enduring Understanding:</u> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.		<u>Essential Question:</u> How do musicians generate creative ideas?	
Common Anchor #1		<u>Students will be able to:</u>	
Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context.		<u>Improvise with:</u> <ul style="list-style-type: none">do-mi-so-la-do patterns (voice, pitched instruments)	
Generate musical ideas within given tonality and/or meter.		<u>Compose with:</u> <ul style="list-style-type: none">musical ideas with dotted half, half, quarter, eighth notes and quarter rest, with guidelines8+ beat musical ideas using do-mi-so-la-do, with guidelines	
Plan and Make			
Select and develop musical ideas for defined purposes and contexts			
<u>Enduring Understanding:</u> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.		<u>Essential Question:</u> How do musicians make creative decisions?	
Common Anchor #2		<u>Students will be able to:</u>	
Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.		<u>Demonstrate musical ideas by:</u> <ul style="list-style-type: none">Performing simple 8 beat improvisationsCreating compositions for a specific purpose.	
Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.		<u>Combine, sequence, and document personal musical ideas using:</u> <ul style="list-style-type: none">iPads or other technology	

Evaluate and Refine <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	
<u>Enduring Understanding:</u> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<u>Essential Question:</u> How do musicians improve the quality of their creative work?
Common Anchor #3	<u>Students will be able to:</u>
Evaluate, refine, and document revisions to personal musical ideas, applying teacher- provided and collaboratively-developed criteria and feedback.	<u>Interpret musical ideas by:</u> <ul style="list-style-type: none"> evaluating personal performances based on teacher-provided and collaboratively-developed criteria refining personal performances based on this criteria documenting, through writing, personal performance based on this criteria
Present <i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	
<u>Enduring Understanding:</u> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<u>Essential Question:</u> When is creative work ready to share?
Common Anchor #3	<u>Students will be able to:</u>
Present the final version of personal created music to others, and describe connection to expressive intent.	<u>Present/perform musical works:</u> <ul style="list-style-type: none"> No new performance skills introduced at this level. Descriptions should be done at a more detailed level.

3 rd Grade	Performing
Select <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
<u>Enduring Understanding:</u> Performers' interest in and knowledge of musical works, understanding of their own technical skills, and the context for a performance influence the selection of repertoire.	<u>Essential Question:</u> How do performers select repertoire?
Common Anchor #4	<u>Students will be able to:</u>
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	<u>Demonstrate AND explain how performed music is influenced by:</u> <ul style="list-style-type: none"> • Interests • New knowledge (new rhythms, etc.) • New performance skills (intonation, diction, etc.) • New performance purposes
Analyze <i>Analyze the structure and context of varied musical works and their implications for performance</i>	
<u>Enduring Understanding:</u> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<u>Essential Question:</u> How does understanding the structure and context of musical works inform performance?
Common Anchor #4	<u>Students will be able to:</u>
Demonstrate understanding of the structure in music selected for performance.	<u>Demonstrate knowledge of music from different cultures in regards to:</u> <ul style="list-style-type: none"> • Cultural traits • Differences/similarities between different cultures • Different cultures (Native American, Israeli, etc.)
When analyzing selected music, read and perform rhythmic and melodic patterns using iconic and standard notation.	
Describe how context can inform a performance.	

	<p><u>Read and perform rhythmic and melodic patterns using:</u></p> <ul style="list-style-type: none"> • Eighth, quarter, half, dotted half notes • Quarter, half, and whole rests • The Musical Alphabet • Letter names of the treble clef • Do, mi, so, la do • Time Signatures • Double bar lines • Bar lines • Measures <p><u>Describe how context can inform a performance in regards to:</u></p> <ul style="list-style-type: none"> • No new skills introduced at this level.
<p style="text-align: center;">Interpret</p> <p style="text-align: center;"><i>Develop personal interpretations that consider creators' intent.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p><u>Essential Question:</u></p> <p>How do performers interpret musical works?</p>
<p style="text-align: center;">Common Anchor #4</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Demonstrate and describe how intent is conveyed through expressive qualities.</p>	<p><u>Demonstrate understanding of AND how expressive qualities convey expressive intent including:</u></p> <ul style="list-style-type: none"> • No new skills introduced at this level.
<p style="text-align: center;">Rehearse, Evaluate and Refine</p> <p style="text-align: center;"><i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	

<p><u>Enduring Understanding:</u></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><u>Essential Question:</u></p> <p>How do musicians improve the quality of their performance?</p>
<p>Common Anchor #5</p> <p>Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.</p>	<p><u>Students will be able to:</u></p> <p><u>At a higher level, apply established criteria for evaluating performances including:</u></p> <ul style="list-style-type: none">• Intonation• Posture• Expression• Performance readiness• Performance quality• Ensemble performances
<p>Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p>	<p><u>Identify and apply strategies to refine a performance by:</u></p> <ul style="list-style-type: none">• Discussing common performance challenges and/or difficulties.• Performance anxiety• Rehearsing to refine the performance to be more technically accurate and expressive, while concentrating on these difficulties.
<p>Present</p> <p><i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p><u>Essential Question:</u></p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>

Common Anchor #6	<u>Students will be able to:</u>
Perform music with expression and technical accuracy.	<u>Perform music with focus on:</u> <ul style="list-style-type: none"> • Intonation, at a higher level of expectation. • Memorization of more music <u>Demonstrate performance decorum and audience etiquette including:</u> <ul style="list-style-type: none"> • No new skills introduced; previous skills to be done at a higher level.
Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	
3rd Grade	Responding
Select <i>Choose music appropriate for a specific purpose or context.</i>	
<u>Enduring Understanding:</u> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<u>Essential Question:</u> How do individuals choose music to experience?
Common Anchor #7	<u>Students will be able to:</u>
Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.	<u>Explain and demonstrate music selection in personal life in regards to:</u> <ul style="list-style-type: none"> • Connection to different interests • Connections to different subjects • Connections to different cultures
Analyze <i>Analyze how the structure and context of varied musical works inform the response.</i>	
<u>Enduring Understanding:</u> Response to music is informed by analyzing context and how creators and performers manipulate the elements of music.	<u>Essential Question:</u> How does understanding the structure and context of music inform a response?

Common Anchor #7	<u>Students will be able to:</u>
Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context.	<u>Demonstrate and describe how purpose in music is supported by music concepts such as:</u> <ul style="list-style-type: none"> • Intonation • Expression • Simple form (verses and choruses) • Performance purpose and setting
Interpret <i>Support interpretations of musical works that reflect creators'/performers expressive intent.</i>	
<u>Enduring Understanding:</u> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<u>Essential Question:</u> How do we discern the musical creators' and performers' expressive intent?
Common Anchor #8	<u>Students will be able to:</u>
Demonstrate and describe how the expressive qualities are used in performers' interpretations to reflect expressive intent.	<u>Demonstrate knowledge of music concepts through performance including:</u> <ul style="list-style-type: none"> • Intonation • Dynamics (forte, piano) • Expression • Tempo <u>Describe how expressive qualities are used in performance including:</u> <ul style="list-style-type: none"> • Meter • Gradual and sudden changes in expressive qualities • Pitch (low, medium, and high) • Verses • Chorus

Evaluate <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	
<u>Enduring Understanding:</u> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<u>Essential Question:</u> How do we judge the quality of musical work(s) and performance(s)?
Common Anchor #9	<u>Students will be able to:</u>
Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	<u>Apply personal and expressive preferences to evaluate music including:</u> <ul style="list-style-type: none"> • Music preference • Specific works • Specific performances
3rd Grade	Connecting
Connect #10 <i>Synthesize and relate knowledge and personal experiences to make music.</i>	
<u>Enduring Understanding:</u> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<u>Essential Question:</u> How do musicians make meaningful connections to creating, performing, and responding?
Common Anchor #10	<u>Students will be able to:</u>
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<u>Review and expand on Instrument Families:</u> <ul style="list-style-type: none"> • Strings • Percussion • Woodwind • Brass
Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.	

Present the final version of created music for others, and describe connection to expressive intent.	<u>Introduce various musical styles through discussion of specific composers including:</u> <ul style="list-style-type: none"> • George Frederic Handel
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	<u>Explore various musical styles including:</u> <ul style="list-style-type: none"> • Classical • Rock and Roll • Country • Rhythm and Blues • Jazz
Demonstrate and describe how intent is conveyed through expressive qualities.	
Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.	<u>Demonstrate, at a higher level, a wide range of expressive qualities including:</u> <ul style="list-style-type: none"> • facial and body expression • dynamics • diction (enunciation) • tempo
Connect #11 <i>Relate musical ideas and works with varied context to deepen understanding.</i>	
<u>Enduring Understanding:</u> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	<u>Essential Question:</u> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Common Anchor #11	<u>Students will be able to:</u>
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<u>Demonstrate knowledge of music used in a variety of setting, cultures, and subjects including:</u> <ul style="list-style-type: none"> • Socially • Emotionally • Art forms • Sports • Patriotism
Improvise rhythmic and melodic patterns and describe connection to specific purpose and context.	
Describe how context can inform a performance.	

<p>Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p>	
<p>Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context.</p>	<ul style="list-style-type: none"> • Holidays • Math • Reading • Science • History • Health • Discipline • Behavior
<p>Evaluate musical works and performances, applying established criteria, and describe appropriateness for the context.</p>	<p><u>Improvise with:</u></p> <ul style="list-style-type: none"> • body percussion • voice • instruments, such as non-pitched and pitched (including xylophones and glockenspiels) • do-mi-so-la-do patterns (voice, pitched instruments) <p><u>Perform music for a specific purpose including:</u></p> <ul style="list-style-type: none"> • In class performances • Holidays • Assemblies • Patriotic events • Sporting events <p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • giving feedback to others about their musical work • listening to feedback from others about his/her musical work evaluating own musical work <p><u>Evaluate specific musical works and performances including:</u></p> <ul style="list-style-type: none"> • Persian March

4 th Grade		CREATING	
Imagine <i>Generate musical ideas for various purposes and contexts</i>			
<u>Enduring Understanding:</u> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.		<u>Essential Question:</u> How do musicians generate creative ideas?	
Common Anchor #1		<u>Students will be able to:</u>	
Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context.		<u>Improvise with:</u> <ul style="list-style-type: none">instruments, such as non-pitched and pitched (including recorders, xylophones and glockenspiels)do-do patterns (voice, pitched instruments) <u>Compose with:</u> <ul style="list-style-type: none">8+ beat musical ideas with whole, dotted half, half, quarter, eighth notes and whole, half, quarter rests, with less restricted guidelines.8+ beat musical ideas using do-do, with less restricted guidelines.	
Generate musical ideas within related tonalities and meters.			
Plan and Make <i>Select and develop musical ideas for defined purposes and contexts</i>			
<u>Enduring Understanding:</u> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.		<u>Essential Question:</u> How do musicians make creative decisions?	
Common Anchor #2		<u>Students will be able to:</u>	
Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.		<u>Explain the purpose, intent, and context by and demonstrate selected and organized musical ideas through:</u> <ul style="list-style-type: none">Improvisation	

Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	<ul style="list-style-type: none"> • Various arrangements • Compositions <p><u>Combine, sequence, and document personal musical ideas using:</u></p> <ul style="list-style-type: none"> • Verbally • Visually • Aurally
<p>Evaluate and Refine</p> <p><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><u>Essential Question:</u></p> <p>How do musicians improve the quality of their creative work?</p>
Common Anchor #3	<u>Students will be able to:</u>
Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.	<p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • Documenting improvements challenges from the beginning to the end of the musical process. • Documenting challenges or regressions from the beginning to the end of the musical process.
<p>Present</p> <p><i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p><u>Essential Question:</u></p> <p>When is creative work ready to share?</p>

Common Anchor #3	<u>Students will be able to:</u>
Present the final version of personal created music to others, and explain connection to expressive intent.	<u>Present/perform musical works:</u> <ul style="list-style-type: none"> • No new performance skills introduced at this level. • Explanations should be done at a higher level.
4th Grade	Performing
Select <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
<u>Enduring Understanding:</u> Performers' interest in and knowledge of musical works, understanding of their own technical skills, and the context for a performance influence the selection of repertoire.	<u>Essential Question:</u> How do performers select repertoire?
Common Anchor #4	<u>Students will be able to:</u>
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, context, and technical skill.	<u>Demonstrate understanding of AND how expressive qualities convey expressive intent including:</u> <ul style="list-style-type: none"> • New Interests • New knowledge (new rhythms, instruments, etc.) • New performance skills (intonation, diction, etc.) • New performance purposes <u>Discuss reasons for selecting music:</u> <ul style="list-style-type: none"> • Preference • Background of music • Styles of music • Purpose of the selection • Level of technical skill
Analyze <i>Analyze the structure and context of varied musical works and their implications for performance</i>	
<u>Enduring Understanding:</u>	<u>Essential Question:</u>

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?
Common Anchor #4	<u>Students will be able to:</u>
Demonstrate understanding of the structure and the elements of music and in music selected for performance.	<u>Demonstrate knowledge of music from different cultures in regards to:</u> <ul style="list-style-type: none">• Cultural traits• Differences/similarities between different cultures• Different cultures (Native American, Israeli, etc.) <u>Read and perform rhythmic and melodic patterns using:</u> <ul style="list-style-type: none">• Eighth, quarter, half, dotted half notes, whole notes• Quarter, half, and whole rests• Letter names of the treble clef while playing instruments, such as recorder• Do-Do• DS al Coda• Measures of rest• Fermatas• Breath marks• Phrasing• Accidentals• Articulations (tonguing, accents, ties) <u>Describe how context can inform a performance in regards to:</u> <ul style="list-style-type: none">• No new skills introduced at this level.
When analyzing selected music, read and perform using iconic and/or standard notation.	
Explain how context informs a performance.	
Interpret <i>Develop personal interpretations that consider creators' intent.</i>	
<u>Enduring Understanding:</u> Performers make interpretive decisions based on their understanding of context and expressive intent.	<u>Essential Question:</u> How do performers interpret musical works?

Common Anchor #4	<u>Students will be able to:</u>
Demonstrate and explain how content is conveyed through interpretive decisions and expressive qualities.	<u>Demonstrate understanding of AND how expressive qualities convey expressive intent including:</u> <ul style="list-style-type: none"> • Previous skills to be performed at a higher level.
Rehearse, Evaluate and Refine <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	
<u>Enduring Understanding:</u> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<u>Essential Question:</u> How do musicians improve the quality of their performance?
Common Anchor #5	<u>Students will be able to:</u>
Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	<u>At a higher level apply established criteria for evaluating performances including:</u> <ul style="list-style-type: none"> • Intonation • Posture • Expression • Performance readiness • Performance quality • Ensemble and personal performances
Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	<u>Identify and apply strategies to refine a performance by:</u> <ul style="list-style-type: none"> • Discussing common performance challenges and/or difficulties. • Performance anxiety • Rehearsing to refine the performance to be more technically accurate and expressive, while concentrating on these difficulties.

<p style="text-align: center;">Present</p> <p style="text-align: center;"><i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
Common Anchor #6	<u>Students will be able to:</u>
<p>Perform music alone or with others, with expression and technical accuracy, and appropriate interpretation.</p>	<p><u>Perform music with focus on:</u></p> <ul style="list-style-type: none"> • Intonation, at a higher level of expectation. • Memorization of more music • More technically different music on new instruments (recorder) <p><u>Perform music for specific purpose such as:</u></p> <ul style="list-style-type: none"> • Alone • Large group performances • Small group performances <p><u>Demonstrate performance decorum and audience etiquette including:</u></p> <ul style="list-style-type: none"> • New venues (professional symphony performances) • Genres
<p>Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p>	
4th Grade	Responding
<p style="text-align: center;">Select</p> <p style="text-align: center;"><i>Choose music appropriate for a specific purpose or context.</i></p>	

<p><u>Enduring Understanding:</u> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p><u>Essential Question:</u> How do individuals choose music to experience?</p>
<p>Common Anchor #7</p>	<p><u>Students will be able to:</u></p>
<p>Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p><u>Explain and demonstrate music selection in personal life in regards to:</u></p> <ul style="list-style-type: none"> • No new skills introduced at this level.
<p>Analyze</p> <p><i>Analyze how the structure and context of varied musical works inform the response.</i></p>	
<p><u>Enduring Understanding:</u> Response to music is informed by analyzing context and how creators and performers manipulate the elements of music.</p>	<p><u>Essential Question:</u> How does understanding the structure and context of music inform a response?</p>
<p>Common Anchor #7</p>	<p><u>Students will be able to:</u></p>
<p>Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context.</p>	<p><u>Describe how purpose in music is supported by music concepts such as:</u></p> <ul style="list-style-type: none"> • Rounds • Form • Longer pieces of music
<p>Interpret</p> <p><i>Support interpretations of musical works that reflect creators'/performers expressive intent.</i></p>	
<p><u>Enduring Understanding:</u> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p><u>Essential Question:</u> How do we discern the musical creators' and performers' expressive intent?</p>
<p>Common Anchor #8</p>	<p><u>Students will be able to:</u></p>
<p>Demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent.</p>	<p><u>Demonstrate knowledge of music concepts through performance including:</u></p> <ul style="list-style-type: none"> • Personal performances

	<u>Describe how expressive qualities are used in performance including:</u> <ul style="list-style-type: none"> • Articulations • Pitch (wider range of pitches)
Evaluate <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	
<u>Enduring Understanding:</u> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<u>Essential Question:</u> How do we judge the quality of musical work(s) and performance(s)?
Common Anchor #9	<u>Students will be able to:</u>
Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	<u>Apply personal and expressive preferences to evaluate music including:</u> <ul style="list-style-type: none"> • Changing music preferences • Specific works
4th Grade	Connecting
Connect #10 <i>Synthesize and relate knowledge and personal experiences to make music.</i>	
<u>Enduring Understanding:</u> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<u>Essential Question:</u> How do musicians make meaningful connections to creating, performing, and responding?
Common Anchor #10	<u>Students will be able to:</u>
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<u>Learn Instrument Families, at a much higher level to prepare for band:</u> <ul style="list-style-type: none"> • Strings • Percussion • Woodwind
Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent,	

and explain connection to purpose and context.	<ul style="list-style-type: none"> • Brass • View performances of the various instruments of the band/orchestra • Describe the difference between the various instruments and families • Explain in detail what instrument preferences are <p><u>Introduce various musical styles through discussion of specific composers including:</u></p> <ul style="list-style-type: none"> • Ludwig van Beethoven • Musicals <p><u>Experience various musical styles including:</u></p> <ul style="list-style-type: none"> • Classical • Rock and Roll • Country • Rhythm and Blues • Jazz • Musicals <p><u>Demonstrate, at a higher level, a wide range of expressive qualities including:</u></p> <ul style="list-style-type: none"> • facial expression • body expression • dynamics • diction (enunciation) • tempo
Present the final version of created music for others, and explain connection to expressive intent.	
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skills.	
Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities.	
Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.	

Connect #11

Relate musical ideas and works with varied context to deepen understanding.

<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
<p style="text-align: center;">Common Anchor #11</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><u>Demonstrate knowledge of music used in a variety of setting, cultures, and subjects including:</u></p> <ul style="list-style-type: none"> • Composers (varied) • Musicals
<p>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context.</p>	<p><u>Improvise with:</u></p> <ul style="list-style-type: none"> • instruments, such as non-pitched and pitched (including xylophones, glockenspiels, and recorders) • do-do patterns (voice, pitched instruments)
<p>Explain how context informs a performance.</p>	
<p>Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p>	<p><u>Perform music for a specific performance including:</u></p> <ul style="list-style-type: none"> • In class performances • Holidays • Assemblies • Patriotic events • Sporting events
<p>Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context.</p>	
<p>Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</p>	<p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • giving feedback to others about their musical work • listening to feedback from others about his/her musical work evaluating own musical work <p><u>Evaluate specific musical works and performances including:</u></p> <ul style="list-style-type: none"> • Beethoven's Symphony #9 (Ode to Joy)

	<ul style="list-style-type: none">• Amazing Grace• When the Saints• Fossils
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5 th Grade		CREATING	
Imagine			
Generate musical ideas for various purposes and contexts			
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.		Essential Question: How do musicians generate creative ideas?	
Common Anchor #1		Students will be able to:	
Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context.		Improvise with: <ul style="list-style-type: none">instruments, such as non-pitched and pitched (including xylophones, glockenspiels, recorders, ukuleles)do-do patterns (voice, pitched instruments) Compose with: <ul style="list-style-type: none">16 beat musical ideas with half, quarter, eighth notes and quarter rest, with less simple guidelines.16 beat musical ideas using do-do, with less simple guidelines.Major and minor chords	
Generate musical ideas within specific related tonalities, meters, and simple chord changes.			
Plan and Make			
Select and develop musical ideas for defined purposes and contexts			
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.		Essential Question: How do musicians make creative decisions?	
Common Anchor #2		Students will be able to:	
Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.		Explain the purpose, intent, and context by and demonstrate selected and organized musical ideas through:	

Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.	<ul style="list-style-type: none"> • Improvisation • Various student created arrangements • Compositions <p><u>Combine, sequence, and document personal musical ideas using:</u></p> <ul style="list-style-type: none"> • Chords • Tablature
<p>Evaluate and Refine</p> <p><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><u>Essential Question:</u></p> <p>How do musicians improve the quality of their creative work?</p>
Common Anchor #3	<u>Students will be able to:</u>
Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.	<p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • Documenting improvements challenges from the beginning to the end of the musical process. • Documenting challenges or regressions from the beginning to the end of the musical process. • Rationalize why these improvements, challenges, and/or regressions changed over time.
<p>Present</p> <p><i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	

<u>Enduring Understanding:</u> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<u>Essential Question:</u> When is creative work ready to share?
Common Anchor #3	<u>Students will be able to:</u>
Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.	<u>Present/perform musical works:</u> <ul style="list-style-type: none"> • Personally created by students alone and with class.
5th Grade	Performing
Select <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
<u>Enduring Understanding:</u> Performers' interest in and knowledge of musical works, understanding of their own technical skills, and the context for a performance influence the selection of repertoire.	<u>Essential Question:</u> How do performers select repertoire?
Common Anchor #4	<u>Students will be able to:</u>
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.	<u>Demonstrate understanding of AND how expressive qualities convey expressive intent including:</u> <ul style="list-style-type: none"> • New Interests • New knowledge (new rhythms, instruments, etc.) • Improved performance skills (intonation, diction, etc.) • New performance purposes • Others performance and how it affects the group/personal performance <u>Discuss reasons for selecting music:</u> <ul style="list-style-type: none"> • Preference • Background of music • Styles of music • Purpose of the selection

	<ul style="list-style-type: none">• Level of technical skill
Analyze	
<i>Analyze the structure and context of varied musical works and their implications for performance</i>	
<u>Enduring Understanding:</u> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.	<u>Essential Question:</u> How does understanding the structure and context of musical works inform performance?
Common Anchor #4	<u>Students will be able to:</u>
Demonstrate understanding of the structure and the elements of music and in music selected for performance.	<u>Demonstrate knowledge of music from different cultures in regards to:</u> <ul style="list-style-type: none">• Cultural traits• Differences/similarities between different cultures• Different cultures (Native American, Israeli, etc.) <u>Read and perform rhythmic and melodic patterns using:</u> <ul style="list-style-type: none">• No new rhythms introduced at this level.• Letter names of the treble clef while playing instruments, such as ukulele• Tablature• Chords• Articulations (strumming) <u>Describe how context can inform a performance in regards to:</u> <ul style="list-style-type: none">• No new skills introduced at this level.
When analyzing selected music, read and perform using standard notation.	
Explain how context informs a performance.	
Interpret	
<i>Develop personal interpretations that consider creators’ intent.</i>	
<u>Enduring Understanding:</u> Performers make interpretive decisions based on their understanding of context and expressive intent.	<u>Essential Question:</u> How do performers interpret musical works?

Common Anchor #4	<u>Students will be able to:</u>
Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities.	<u>Demonstrate understanding of AND how expressive qualities convey expressive intent including:</u> <ul style="list-style-type: none"> • Previous skills to be performed at a higher level.
Rehearse, Evaluate and Refine <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	
<u>Enduring Understanding:</u> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<u>Essential Question:</u> How do musicians improve the quality of their performance?
Common Anchor #5	<u>Students will be able to:</u>
Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.	<u>At a higher level apply established criteria for evaluating performances including:</u> <ul style="list-style-type: none"> • Intonation • Posture • Expression • Performance readiness • Performance quality • Ensemble and personal performances
Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.	<u>Identify and apply strategies to refine a performance by:</u> <ul style="list-style-type: none"> • Reasons for improvement of performances over time • Reasons for regression of performances over time. • Reasons for working with/through challenges in a performance over time.

<p style="text-align: center;">Present</p> <p style="text-align: center;"><i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
Common Anchor #6	<u>Students will be able to:</u>
<p>Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>	<p><u>Perform music with focus on:</u></p> <ul style="list-style-type: none"> • Intonation, at a higher level of expectation. • Memorization of more music • More technically different music on new instruments (ukulele) <p><u>Perform music for specific purpose such as:</u></p> <ul style="list-style-type: none"> • No new skills introduced at this level. <p><u>Demonstrate performance decorum and audience etiquette including:</u></p> <ul style="list-style-type: none"> • New styles
<p>Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	
5th Grade	Responding
<p style="text-align: center;">Select</p> <p style="text-align: center;"><i>Choose music appropriate for a specific purpose or context.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How do individuals choose music to experience?</p>

Common Anchor #7	<u>Students will be able to:</u>
Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	<u>Explain and demonstrate music selection in personal life in regards to:</u> <ul style="list-style-type: none"> • Verbally cite evidence • Cite evidence in writing
Analyze <i>Analyze how the structure and context of varied musical works inform the response.</i>	
<u>Enduring Understanding:</u> Response to music is informed by analyzing context and how creators and performers manipulate the elements of music.	<u>Essential Question:</u> How does understanding the structure and context of music inform a response?
Common Anchor #7	<u>Students will be able to:</u>
Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context.	<u>Demonstrate and explain how purpose in music is supported by music concepts such as:</u> <ul style="list-style-type: none"> • Through performance • Verbally cite evidence • Cite evidence in writing
Interpret <i>Support interpretations of musical works that reflect creators'/performers expressive intent.</i>	
<u>Enduring Understanding:</u> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<u>Essential Question:</u> How do we discern the musical creators' and performers' expressive intent?
Common Anchor #8	<u>Students will be able to:</u>
Demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent.	<u>Demonstrate knowledge of music concepts through performance including:</u> <ul style="list-style-type: none"> • No new skills introduced at this level. <u>Describe how expressive qualities are used in performance including:</u>

	<ul style="list-style-type: none"> • Articulations (strumming)
<p align="center">Evaluate</p> <p align="center"><i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p align="center"><u>Essential Question:</u></p> <p>How do we judge the quality of musical work(s) and performance(s)?</p>
<p align="center">Common Anchor #9</p> <p>Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p>	<p align="center"><u>Students will be able to:</u></p> <p><u>Apply personal and expressive preferences to evaluate music including:</u></p> <ul style="list-style-type: none"> • Through performance • Verbally cite evidence • Cite evidence in writing
5th Grade	Connecting
<p align="center">Connect #10</p> <p align="center"><i>Synthesize and relate knowledge and personal experiences to make music.</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</p>	<p align="center"><u>Essential Question:</u></p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>
<p align="center">Common Anchor #10</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p align="center"><u>Students will be able to:</u></p> <p><u>Experience new instruments such as:</u></p> <ul style="list-style-type: none"> • Ukulele <p><u>Introduce various musical styles through discussion of specific composers/artists including:</u></p> <ul style="list-style-type: none"> • Franz Liszt
Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	

	<ul style="list-style-type: none"> • Johann Strauss Jr.
Present the final version of created music for others that demonstrate craftsmanship, and explain connection to expressive intent.	<u>Introduce various musical styles through discussion of specific composers and artists including:</u> <ul style="list-style-type: none"> • Classical <ul style="list-style-type: none"> ▪ Johann Strauss ▪ Franz Liszt • Rock and Roll <ul style="list-style-type: none"> ▪ Elvis Presley ▪ The Beatles ▪ The Beach Boys ▪ Michael Jackson
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skills.	
Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities.	
Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.	<u>Verbally and written cite evidence for how music:</u> <ul style="list-style-type: none"> • Connects to personal interests and experiences • Connects to specific purposes and contexts
<p align="center">Connect #11</p> <p align="center"><i>Relate musical ideas and works with varied context to deepen understanding.</i></p>	
<u>Enduring Understanding:</u> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	<u>Essential Question:</u> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Common Anchor #11	<u>Students will be able to:</u>
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<u>Demonstrate knowledge of music used in a variety of setting, cultures, and subjects including:</u> <ul style="list-style-type: none"> • Careers in music
Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context.	<u>Improvise with:</u> <ul style="list-style-type: none"> • instruments, such as non-pitched and pitched
Explain how context informs a performance.	

Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	(including xylophones, glockenspiels, and ukuleles)
Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context.	<u>Perform music for a specific performance including:</u> <ul style="list-style-type: none"> • In class performances • Holidays • Assemblies • Patriotic events • Sporting events
Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	<u>Interpret musical ideas by:</u> <ul style="list-style-type: none"> • Verbally • Written <u>Evaluate specific musical works and performances including verbally and written, such as:</u> <ul style="list-style-type: none"> • Broadways “Newsies” • The Beatles “Yellow Submarine”

6 th Grade-Music/Choir		CREATING	
Imagine			
Generate musical ideas for various purposes and contexts			
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.		Essential Question: How do musicians generate creative ideas?	
Common Anchor #1		Students will be able to:	
Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.		Improvise with: <ul style="list-style-type: none">Contrasting ideasLoud/SoftStaccato/Legato Compose with: <ul style="list-style-type: none">Simple Rhythmic phrases within AB and ABA FormSimple melodic phrases within AB and ABA FormSimple harmonic phrases within AB and ABA Form	
Plan and Make			
Select and develop musical ideas for defined purposes and contexts			
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.		Essential Question: How do musicians make creative decisions?	
Common Anchor #2		Students will be able to:	
Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.		Demonstrate and discuss music from various styles and musical forms from different: <ul style="list-style-type: none">PeriodsCulturesInstrumentation	
Use standard and/or iconic notation and/or audio/video			

recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

Demonstrate and discuss original improvisations, compositions, and/or arrangements by:

- Making and justifying a written balanced plan:
 - Instrument choice
 - Sequence movements
 - Connecting ideas
 - Connecting emotions
 - Considering performance ability

Combine, document, and improvise from notation on melody or percussion instruments using:

- Simple melodies
- Unison and 2-Part Songs
- Ostinatos
- Descants
- Accompaniments

Combine knowledge of 6th Grade material to identify:

- Symbols
- Terms
- Signs

Review:

- Whole Notes and Rests
- Half and Dotted Half notes and Rests
- Quarter and Dotted Quarter Notes and Rests
- Eighth Notes and Rests
- Sixteenth Notes and Rests

Identify note names of the:

- Treble Staff
- Bass Staff

<div>Evaluate and Refine</div> <div>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</div>	
<div>Enduring Understanding:</div> <div>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</div>	<div>Essential Question:</div> <div>How do musicians improve the quality of their creative work?</div>
<div>Common Anchor #3</div>	<div>Students will be able to:</div>
<div>Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</div>	<div>Interpret musical ideas by:</div> <div><ul style="list-style-type: none">Performing simple and syncopated rhythmic patterns from 2/4, 3/4, 4/4, and 6/8 TimeCreating and performing original arrangements</div>
<div>Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.</div>	<div>Describe changes made to original music by:</div> <div><ul style="list-style-type: none">Evaluating own musical workAnalyzing the qualityCiting teacher and peer feedbackRevising specific areas to show improvement</div>
<div>Present</div> <div>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</div>	
<div>Enduring Understanding:</div> <div>Musicians’ presentation of creative work is the culmination of a process of creation and communication.</div>	<div>Essential Question:</div> <div>When is creative work ready to share?</div>

Common Anchor #3	<u>Students will be able to:</u>
<p>Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p>	<p><u>Present/perform musical works:</u></p> <ul style="list-style-type: none"> • On a variety of instruments <ul style="list-style-type: none"> ○ Keyboards ○ Classroom instruments ○ Body percussion ○ voice • In a variety of settings, both formally and informally. • Discussing what a musical performance should look and sound like • Discussing behavior of both the performer and the audience <p><u>Perform original improvisations, compositions, and/or arrangements justifying the music and using:</u></p> <ul style="list-style-type: none"> • Expression • Original Ideas • Developing Skills
6th Grade-Music/Choir	Performing
<p style="text-align: center;">Select</p> <p><i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p>	<p><u>Essential Question:</u></p> <p>How do performers select repertoire?</p>

Common Anchor #4	<u>Students will be able to:</u>
Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.	<u>Demonstrate and explain reasons for selecting music in regards to:</u> <ul style="list-style-type: none"> • Preference • Background of music • Styles of music • Performance purpose <u>Apply the criteria used to determine music chosen for a specific performance:</u> <ul style="list-style-type: none"> • Musical Elements • Purpose or Function • Context • Theme • Technical Challenges
Analyze Analyze the structure and context of varied musical works and their implications for performance.	
<u>Enduring Understanding:</u> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<u>Essential Question:</u> How does understanding the structure and context of musical works inform performance?
Common Anchor #4	<u>Students will be able to:</u>
Explain how understanding the structure and the elements of music are used in music selected for performance.	<u>Demonstrate knowledge of music by:</u> <ul style="list-style-type: none"> • Explaining interpretation of music through: <ul style="list-style-type: none"> ○ Speaking ○ Writing ○ Movement ○ Mapping
When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.	

<p>Identify how cultural and historical context inform performances.</p>	<ul style="list-style-type: none"> Identifying expressive qualities in music: <ul style="list-style-type: none"> Dynamics Tempo Mood Determining composers/performers intent in writing/performing the music through: <ul style="list-style-type: none"> Context (Empathy at a funeral, Joy during the holidays) Genre Style <p><u>Read and perform simple and syncopated rhythmic patterns from:</u></p> <ul style="list-style-type: none"> 2/4 Time 3/4 Time 4/4 Time 6/8 Time
<p style="text-align: center;">Interpret</p> <p style="text-align: center;">Develop personal interpretations that consider creators' intent.</p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p style="text-align: center;">Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p style="text-align: center;">How do performers interpret musical works?</p>
<p style="text-align: center;">Common Anchor #4</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p>	<p><u>Demonstrate understanding of performance improvements based on:</u></p> <ul style="list-style-type: none"> Class/Student/Teacher Criteria Ensemble Skills Teacher/Peer Feedback

	<ul style="list-style-type: none"> • Refine performances <p><u>Sing selected unison and 2-part music independently using:</u></p> <ul style="list-style-type: none"> • Natural tone • Correct diction • Proper breathing techniques • Achieve balance <p><u>Sing melodies from notation:</u></p> <ul style="list-style-type: none"> • Recognize and interpret tempos • Use dynamics to provide variations and expression <p><u>Music can be interpreted differently by individuals:</u></p> <ul style="list-style-type: none"> • Justify interpretation • Show interpretation through another art form: <ul style="list-style-type: none"> ○ Movement ○ Drawing ○ Mapping
<p align="center">Rehearse, Evaluate, and Refine</p> <p align="center">Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p>	
<p><u>Enduring Understanding:</u></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><u>Essential Question:</u></p> <p>How do musicians improve the quality of their performance?</p>
<p align="center">Common Anchor #5</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p>	<p><u>Apply established criteria for evaluating performances including:</u></p> <ul style="list-style-type: none"> • Facial Expressions • Actions

	<ul style="list-style-type: none"> • Intonation • Staging • Expression • Dynamics • Acoustics • Atmosphere • Posture • Performance readiness • Performance quality
<p style="text-align: center;">Present</p> <p style="text-align: center;">Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Musicians judge performance based on criteria that vary across the time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
Common Anchor #6	<u>Students will be able to:</u>
<p>Perform the music with technical accuracy to convey the creator's intent.</p>	<p><u>Perform music with focus on:</u></p> <ul style="list-style-type: none"> • Intonation • Dynamics • Memory • Light and heavy voices • Expression <p><u>Perform music for specific purpose such as:</u></p> <ul style="list-style-type: none"> • Assemblies • Holidays • Patriotism • Concerts
<p>Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p>	

	<ul style="list-style-type: none"> • Class Presentations <p><u>Justify what influenced music selections:</u></p> <ul style="list-style-type: none"> • Interest • Knowledge • Context • Challenges <p><u>Demonstrate performance decorum and audience etiquette including:</u></p> <ul style="list-style-type: none"> • Concert Etiquette • Behavior • Proper participation • Respect towards: <ul style="list-style-type: none"> ○ Performers /Performing Groups ○ Self ○ Instruments ○ Audience
6th Grade-Music/Choir	Responding
<p>Select</p> <p><i>Choose music appropriate for a specific purpose or context.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understanding, and purposes.</p>	<p><u>Essential Question:</u></p> <p>How do individuals choose music to experience?</p>
<p>Common Anchor #7</p> <p>Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p><u>Students will be able to:</u></p> <p><u>Explain and demonstrate how personal interest and experiences influenced music choice from an unfamiliar source, culture, or style:</u></p> <ul style="list-style-type: none"> • Musical Elements

	<ul style="list-style-type: none">• Purpose or Function• Context• Theme• Technical Challenges
Analyze Analyze how the structure and context of varied musical works inform the response.	
<u>Enduring Understanding:</u> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<u>Essential Question:</u> How does understanding the structure and context of music inform a response?
Common Anchor #7	<u>Students will be able to:</u>
Describe how the elements of music and expressive qualities relate to the structure of the pieces.	<u>Describe how the purpose of music is affected by influences such as:</u> <ul style="list-style-type: none">• Time/Key Signatures• Rhythms<ul style="list-style-type: none">○ Simple or Syncopated• Dynamics<ul style="list-style-type: none">○ Forte○ Mezzo Forte○ Mezzo Piano○ Piano• Cultural• Instrumentation• Styles of Music (opera, orchestral etc.)• Different time periods
Identify the context of music from a variety of genres, cultures, and historical periods.	
Interpret Support interpretations of musical works that reflect creators’/performers’ expressive intent.	
<u>Enduring Understanding:</u> Through their use of elements and structures of music, creators	<u>Essential Question:</u> How do we discern the musical creators’ and performers’

and performers provide clues to their expressive intent.	expressive intent?
Common Anchor #8	<u>Students will be able to:</u>
Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.	<p><u>Demonstrate knowledge of music concepts through performance including:</u></p> <ul style="list-style-type: none"> • Singing selected music <ul style="list-style-type: none"> ○ Unison ○ 2-Part • Sing independently and accurately with natural tone: <ul style="list-style-type: none"> ○ Correct diction ○ Proper breathing techniques ○ Achieving balance ○ Posture • Singing melodies from notation: <ul style="list-style-type: none"> ○ Recognize and interpret tempos and meter ○ Use dynamics to provide variations and expression including gradual and sudden changes in expressive qualities <p><u>Music can be interpreted differently by individuals:</u></p> <ul style="list-style-type: none"> • Justify interpretation • Show interpretation through another art form: <ul style="list-style-type: none"> ○ Movement ○ Drawing ○ Mapping
<p align="center">Evaluate</p> <p align="center">Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p align="center"><u>Essential Question:</u></p> <p>How do we judge the quality of musical work(s) and performance(s)?</p>

Common Anchor #9	<u>Students will be able to:</u>
Apply teacher-provided criteria to evaluate musical works or performances.	<u>Apply personal and expressive preferences to evaluate music to enhance enjoyment and understanding of the music including:</u> <ul style="list-style-type: none"> • Creating criteria to evaluate the accuracy, purpose, function, and expressiveness of a musical performance • Justify evaluation based on criteria • Interest • Knowledge • Context • Musical Elements • Purpose or Function • Theme • Technical Challenges
6th Grade-Music/Choir	Connecting
Connect #10 Synthesize and relate knowledge and personal experiences to make music.	
<u>Enduring Understanding:</u> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<u>Essential Question:</u> How do musicians make meaningful connections to creating, performing, and responding?
Common Anchor #10	<u>Students will be able to:</u>
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<u>Review Instrument Families:</u> <ul style="list-style-type: none"> • Strings • Percussion • Woodwind • Brass
Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.	<u>Introduce various musical styles:</u> <ul style="list-style-type: none"> • Different periods

Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	<ul style="list-style-type: none"> ○ Antiquity, Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century • Cultures • Genres
Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.	<u>Introduce various musical styles including:</u> <ul style="list-style-type: none"> • Classical • Opera • Gregorian Chants • Sacred • Secular • Motet
Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities convey intent.	
Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	<u>Demonstrate a wide range of expressive qualities including:</u> <ul style="list-style-type: none"> • Facial expression • Body expression • Dynamics • Diction (enunciation) • Tempo <u>Identify a list of musical excerpts:</u> <ul style="list-style-type: none"> • Famous pieces <ul style="list-style-type: none"> ○ Artists ○ Musical Eras
Connect #11 Relate musical ideas and works with varied context to deepen understanding.	
<u>Enduring Understanding:</u> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	<u>Essential Question:</u> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Common Anchor #11	<u>Students will be able to:</u>
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<u>Demonstrate knowledge of music used in a variety of setting, cultures, and subjects including:</u> <ul style="list-style-type: none"> • Socially • Emotionally • Art forms • Sports • Patriotism • Holidays • Math • Reading • Science • History • Health • Discipline • Behavior
Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	
Identify how cultural and historical context inform the performances.	
Demonstrate performance decorum and audience etiquette appropriate for venue and purpose.	
Identify the context of music from a wide variety of genres, cultures, and historical periods.	
Apply teacher-provided criteria to evaluate musical works or performances.	<u>Improvise with:</u> <ul style="list-style-type: none"> • Body percussion • Voice • Instruments (pitched and unpitched) • Call and response
	<u>Perform music for a specific performance including:</u> <ul style="list-style-type: none"> • In-class performances • Holidays • Assemblies • Patriotic events • Sporting events

	<p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • Giving feedback to others about their musical work • Listening to feedback from others about his/her musical work evaluating own musical work <p><u>Compare, contrast, and integrate elements of music:</u></p> <ul style="list-style-type: none"> • Arts, Disciplines, Varied Contexts, Daily Life <p><u>Understand music's purpose in the world:</u></p> <ul style="list-style-type: none"> • Benefits • Purposes
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7 th Grade-Music/Choir	CREATING
<p align="center">Imagine</p> <p align="center"><i>Generate musical ideas for various purposes and contexts</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	<p align="center"><u>Essential Question:</u></p> <p align="center">How do musicians generate creative ideas?</p>
<p align="center">Common Anchor #1</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and Variation forms that convey expressive intent.</p>	<p><u>Improvise while working in groups or whole class by:</u></p> <ul style="list-style-type: none"> • Brainstorming composition ideas <ul style="list-style-type: none"> ○ Record or notate ideas ○ Select multiple ideas to develop into a finished product • Contrasting ideas • Loud/Soft • Staccato/Legato • Relating song to a personal experience or interest <p><u>Compose with:</u></p> <ul style="list-style-type: none"> • Simple rhythmic phrases within Theme and Variation, AB, or ABA Form • Simple melodic phrases within Theme and Variation, AB, or ABA Form • Simple harmonic phrases within Theme and Variation, AB, or ABA Form
<p align="center">Plan and Make</p> <p align="center"><i>Select and develop musical ideas for defined purposes and contexts</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>Musicians' creative choices are influenced by their expertise,</p>	<p align="center"><u>Essential Question:</u></p> <p align="center">How do musicians make creative decisions?</p>

context, and expressive intent.	
Common Anchor #2	<u>Students will be able to:</u>
Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive content.	<u>Demonstrate and discuss music from various styles and musical forms from different:</u> <ul style="list-style-type: none"> • Decades <ul style="list-style-type: none"> ○ 1950's-2000's • Cultures • Instrumentation
Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic sequences.	<u>Demonstrate and discuss original improvisations, compositions, and/or arrangements by:</u> <ul style="list-style-type: none"> • Making and justifying a written balanced plan: <ul style="list-style-type: none"> ○ Instrument choice ○ Sequence movements ○ Connecting ideas ○ Connecting emotions ○ Considering performance ability ○ Personal Experiences ○ Personal Interest <u>Combine, document, and improvise from notation on melody or percussion instruments using:</u> <ul style="list-style-type: none"> • Simple melodies • Ostinatos • Descants • Accompaniments <u>Combine knowledge of 7th Grade material to provide musical variations and expression identify:</u> <ul style="list-style-type: none"> • Symbols • Terms

	<ul style="list-style-type: none">• Signs• Tempos• Dynamics
<p>Evaluate and Refine</p> <p><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><u>Essential Question:</u></p> <p>How do musicians improve the quality of their creative work?</p>
<p>Common Anchor #3</p>	<p><u>Students will be able to:</u></p>
<p>Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style form, and use of sound sources.</p>	<p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none">• Performing simple and syncopated rhythmic patterns from 2/4, 3/4, 4/4, and 6/8 Time• Creating and performing original arrangements that reflect a specific<ul style="list-style-type: none">○ Mood○ Function• Practice and Perform simple conducting patterns in 2/4, 3/4, 4/4, and 6/8 Time <p><u>Describe changes and improvements made to original music by:</u></p> <ul style="list-style-type: none">• Evaluating own musical work• Analyzing the quality• Citing teacher and peer feedback• Revising specific areas to show improvement
<p>Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).</p>	
<p>Present</p> <p><i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	

<p><u>Enduring Understanding:</u> Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p><u>Essential Question:</u> When is creative work ready to share?</p>
<p>Common Anchor #4</p>	<p><u>Students will be able to:</u></p>
<p>Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.</p>	<p><u>Present/perform musical works:</u></p> <ul style="list-style-type: none"> • On a variety of instruments: <ul style="list-style-type: none"> ○ Keyboards ○ Guitars <ul style="list-style-type: none"> ▪ Proper care/respect ▪ Chord symbols ▪ Chord formation ▪ Strumming ○ Classroom instruments ○ Body percussion ○ Voice: <ul style="list-style-type: none"> ▪ Unison ▪ 2 Part ▪ 3 Part • In a variety of settings, both formally and informally. • Discussing what a musical performance should look and sound like • Discussing behavior of both the performer and the audience <p><u>Perform original improvisations, compositions, and/or arrangements justifying the music and using:</u></p> <ul style="list-style-type: none"> • Expression • Original Ideas • Developing Skills • Mood • Thought

	<ul style="list-style-type: none"> • Experience <p><u>Justify how the feeling of the music was shown using:</u></p> <ul style="list-style-type: none"> • Expression • Original Ideas • Developing Skills
7th Grade-Music/Choir	Performing
<p style="text-align: center;">Select</p> <p><i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How do performers select repertoire?</p>
Common Anchor #4	<u>Students will be able to:</u>
<p>Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</p>	<p><u>Demonstrate and explain reasons for selecting music in regards to:</u></p> <ul style="list-style-type: none"> • Preference • Background of music • Styles of music • Performance purpose <p><u>Apply the criteria used to determine music chosen for a specific performance:</u></p> <ul style="list-style-type: none"> • Musical Elements • Purpose or Function • Context • Theme • Technical Challenges

Analyze
Analyze the structure and context of varied musical works and their implications for performance.

Enduring Understanding:

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question:

How does understanding the structure and context of musical works inform performance?

Common Anchor #4

Students will be able to:

Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.

Identify how cultural and historical context inform performances and result in different music interpretations.

Demonstrate knowledge of music by:

- **Explaining interpretation of music through:**
 - Speaking
 - Writing
 - Movement
 - Mapping
- **Identifying expressive qualities in music:**
 - Dynamics
 - Tempo
 - Mood
- **Determining composers/performers intent in writing/performing the music through:**
 - Context (Empathy at a funeral, Joy during the holidays)
 - Genre
 - Style

Read and perform simple and syncopated rhythmic patterns from:

- 2/4, 3/4, 4/4, 6/8 Time
- March Style
- Lyrical Style

	<ul style="list-style-type: none"> • Related or contrasting pieces • Choral Performances • Historical/Cultural Context
<p style="text-align: center;">Interpret</p> <p style="text-align: center;">Develop personal interpretations that consider creators' intent.</p>	
<p><u>Enduring Understanding:</u></p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p><u>Essential Question:</u></p> <p>How do performers interpret musical works?</p>
<p style="text-align: center;">Common Anchor #4</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p>	<p><u>Demonstrate understanding of performance improvements based on:</u></p> <ul style="list-style-type: none"> • Class/Student/Teacher Criteria • Ensemble Skills • Teacher/Peer Feedback • Record and Analyze performances • Refine performances <p><u>Sing selected unison, 2-part, and 3-part music independently using:</u></p> <ul style="list-style-type: none"> • Natural tone • Correct diction • Proper breathing techniques • Proper posture • Achieving balance <p><u>Sing melodies from notation:</u></p> <ul style="list-style-type: none"> • Recognize and interpret tempos • Recognize and interpret articulations • Use dynamics to provide variations and expression

	<p><u>Music can be interpreted differently by individuals:</u></p> <ul style="list-style-type: none"> • Justify interpretation • Show multiple interpretations of a given piece and determine what the composer/arranger was trying to convey through the song • Show interpretation through another art form: <ul style="list-style-type: none"> ○ Movement ○ Drawing ○ Mapping
<p align="center">Rehearse, Evaluate, and Refine</p> <p align="center">Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p>	
<p><u>Enduring Understanding:</u></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><u>Essential Question:</u></p> <p>How do musicians improve the quality of their performance?</p>
<p align="center">Common Anchor #5</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p>	<p><u>Apply established criteria for evaluating performances including:</u></p> <ul style="list-style-type: none"> • Rhythm/Pitch Accuracy • Movement/Actions • Intonation • Staging • Expressive Qualities (expressiveness & facial expression) • Dynamics • Articulations • Acoustics • Atmosphere • Posture • Performance readiness • Performance quality

Present Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	
<u>Enduring Understanding:</u> Musicians judge performance based on criteria that vary across the time, place, and cultures. The context and how a work is presented influence the audience response.	<u>Essential Question:</u> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Common Anchor #6	<u>Students will be able to:</u>
Perform the music with technical accuracy and stylistic expression to convey the creator's intent.	<u>Perform music with focus on:</u> <ul style="list-style-type: none"> • Rhythm/Pitch Accuracy • Intonation • Performer's interpretation • Creator's intent • Dynamics • Articulations • Memory • Light and heavy voices • Technical Qualities • Expression • Body & Facial Movement/Expression <u>Perform music for specific purpose such as:</u> <ul style="list-style-type: none"> • Class Recital • Assemblies • Holidays • Patriotism • Festival • Public-Service • Concert
Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	

	<p><u>Justify what influenced music selections:</u></p> <ul style="list-style-type: none"> • Interest • Knowledge • Context • Challenges <p><u>Demonstrate performance decorum and audience etiquette including:</u></p> <ul style="list-style-type: none"> • Concert Etiquette • Attire • Behavior • Proper participation • Respect towards: <ul style="list-style-type: none"> ○ Performers /Performing Groups ○ Self ○ Instruments ○ Audience
7th Grade-Music/Choir	Responding
<p>Select</p> <p><i>Choose music appropriate for a specific purpose or context.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understanding, and purposes.</p>	<p><u>Essential Question:</u></p> <p>How do individuals choose music to experience?</p>

Common Anchor #7	<u>Students will be able to:</u>
Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.	<p><u>Explain and demonstrate how personal interest and experiences influenced music choice from an unfamiliar source, culture, or style:</u></p> <ul style="list-style-type: none"> • Musical Elements • Cultural Context • Purpose or Function • Context • Theme • Technical Challenges <p><u>Select and perform music from an unfamiliar source, culture, or style:</u></p> <ul style="list-style-type: none"> • Native American Music • "Music Alive" song of the week • Different genres of music from text • Explain how personal interest and experiences influenced music choice
<p style="text-align: center;">Analyze</p> <p style="text-align: center;">Analyze how the structure and context of varied musical works inform the response.</p>	
<u>Enduring Understanding:</u> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<u>Essential Question:</u> How does understanding the structure and context of music inform a response?
Common Anchor #7	<u>Students will be able to:</u>
Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.	<p><u>Describe how the purpose of music is affected by influences such as:</u></p> <ul style="list-style-type: none"> • Time/Key Signatures • Rhythms <ul style="list-style-type: none"> ○ Simple or Syncopated
Identify and compare the context of music from a variety of genres, cultures, and historical periods.	

	<ul style="list-style-type: none"> • Dynamics <ul style="list-style-type: none"> ○ Forte ○ Mezzo Forte ○ Mezzo Piano ○ Piano • Cultural • Instrumentation • Styles of Music (opera, orchestral etc.) • Different time periods <p><u>Analyze composers', performers', or arrangers' influences on music:</u></p> <ul style="list-style-type: none"> • Elements of Music • Unity and Variety • Cultural Context • Stylistic Context • Historical Context
<p style="text-align: center;">Interpret</p> <p style="text-align: center;">Support interpretations of musical works that reflect creators'/performers' expressive intent.</p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How do we discern the musical creators' and performers' expressive intent?</p>
<p style="text-align: center;">Common Anchor #8</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.</p>	<p>Demonstrate knowledge of music concepts through performance including:</p> <ul style="list-style-type: none"> • Singing selected music: <ul style="list-style-type: none"> ○ Unison ○ 2-Part ○ 3-Part • Sing independently and accurately with natural tone:

	<ul style="list-style-type: none"> ○ Correct diction ○ Proper breathing techniques ○ Achieving balance ○ Posture • Singing melodies from notation: <ul style="list-style-type: none"> ○ Recognize and interpret tempos and meter ○ Use dynamics to provide variations and expression including gradual and sudden changes in expressive qualities ○ Contrasting works/sections <p><u>Music can be interpreted differently by individuals:</u></p> <ul style="list-style-type: none"> • Cultural/Historical Context • Composer/Arranger intent • Performer Interpretation • Justify interpretation • Show interpretation through another art form: <ul style="list-style-type: none"> ○ Movement ○ Drawing ○ Mapping
<p style="text-align: center;">Evaluate</p> <p style="text-align: center;">Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How do we judge the quality of musical work(s) and performance(s)?</p>
<p style="text-align: center;">Common Anchor #9</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Select from teacher-provided criteria to evaluate musical works or performances.</p>	<p><u>Apply personal and expressive preferences to evaluate music to enhance enjoyment and understanding of the music including:</u></p> <ul style="list-style-type: none"> • Creating criteria to evaluate the accuracy, purpose,

	<p>function, and expressiveness of a musical performance</p> <ul style="list-style-type: none"> • Evaluate and justify interpretation • Interest • Knowledge • Context • Musical Elements • Purpose or Function • Theme • Technical Challenges
7th Grade-Music/Choir	Connecting
<p align="center">Connect #10</p> <p align="center">Synthesize and relate knowledge and personal experiences to make music.</p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p><u>Essential Question:</u></p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>
Common Anchor #10	<u>Students will be able to:</u>
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<p><u>Review instrument families:</u></p> <ul style="list-style-type: none"> • Strings • Percussion • Woodwind • Brass <p><u>Introduce various musical styles:</u></p> <ul style="list-style-type: none"> • Different periods • Cultures • Genres • Dance • Jazz
Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and convey expressive intent.	
Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	

Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.	<u>Identify a list of musical excerpts:</u> <ul style="list-style-type: none">• Famous pieces<ul style="list-style-type: none">○ Artists○ Musical Eras• Dances<ul style="list-style-type: none">○ Watusi○ Mashed Potato○ Funky Chicken○ Bus Stop○ Hustle
Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive qualities to convey intent.	
Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose.	
Connect #11 Relate musical ideas and works with varied context to deepen understanding.	
<u>Enduring Understanding:</u> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.	<u>Essential Question:</u> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Common Anchor #11	<u>Students will be able to:</u>
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<u>Demonstrate knowledge of music used in a variety of setting, cultures, and subjects including:</u> <ul style="list-style-type: none">• Socially• Emotionally• Arts• Varied Contexts• Varied Disciplines• Daily Life• Holidays• Discipline• Behavior
Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	
Identify how cultural and historical context inform performance and results in different music interpretations.	
Demonstrate performance decorum and audience etiquette	

appropriate for venue, purpose, and context.	<u>Improvise with:</u> <ul style="list-style-type: none"> • Body percussion • Voice • Instruments (pitched and unpitched) <u>Perform music for a specific performance including:</u> <ul style="list-style-type: none"> • Recital • Concert • Festival • Public-Service • In-Class Performance • Holidays • Assemblies • Patriotic events • Sporting events <u>Interpret musical ideas by:</u> <ul style="list-style-type: none"> • Giving feedback to others about their musical work • Listening to feedback from others about his/her musical work evaluating own musical work • Understanding the benefits and purpose of music
Identify and compare the context of music from a variety of genres, cultures, and historical periods.	
Select from teacher-provided criteria to evaluate musical works or performances.	
8th Grade-Music/Choir	CREATING
Imagine <i>Generate musical ideas for various purposes and contexts</i>	
<u>Enduring Understanding:</u> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<u>Essential Question:</u> How do musicians generate creative ideas?

<p align="center">Common Anchor #1</p> <p>Generate rhythmic, melodic, and harmonic accompaniments within expanded forms (including introductions, and transitions, and codas) that convey expressive intent.</p>	<p align="center"><u>Students will be able to:</u></p> <p><u>Improvise while working in groups or whole class by:</u></p> <ul style="list-style-type: none"> • Brainstorming composition ideas: <ul style="list-style-type: none"> ○ Record and notate ideas ○ Select multiple ideas to develop into a finished product • Contrasting ideas : <ul style="list-style-type: none"> ○ Dynamics ○ Articulations • Relating song content to: <ul style="list-style-type: none"> ○ Personal, social, cultural experience or interest ○ Knowledge and personal ability ○ Context and technical Challenge ○ Venue ○ Audience • Relating to cultural and historical context <p><u>Compose with:</u></p> <ul style="list-style-type: none"> • Expanded rhythmic, melodic, and harmonic phrases that include: <ul style="list-style-type: none"> ○ Introductions ○ Transitions ○ Codas
<p>Plan and Make</p> <p><i>Select and develop musical ideas for defined purposes and contexts</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p><u>Essential Question:</u></p> <p>How do musicians make creative decisions?</p>
<p align="center">Common Anchor #2</p> <p>Select, organize, and document personal musical ideas for</p>	<p align="center"><u>Students will be able to:</u></p> <p><u>Demonstrate and discuss music from various styles and musical</u></p>

<p>arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive content.</p>	<p><u>forms from different:</u></p> <ul style="list-style-type: none"> • Periods <ul style="list-style-type: none"> ○ 1950's-2010's • Cultures <ul style="list-style-type: none"> ○ World Music • Genres • Instrumentation
<p>Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<p><u>Demonstrate and discuss original improvisations, compositions, and/or arrangements by:</u></p> <ul style="list-style-type: none"> • Making and justifying a written balanced plan: <ul style="list-style-type: none"> ○ Instrument choice ○ Sequence movements ○ Connecting ideas ○ Connecting emotions ○ Considering performance ability ○ Using Contrasting ideas <ul style="list-style-type: none"> ▪ Tension/Release ▪ Unity/Variety ○ Personal Experiences ○ Personal Interest <p><u>Combine, document, and improvise from notation on melody or percussion instruments using:</u></p> <ul style="list-style-type: none"> • Simple melodies • Unison • 2-Part • 3-Part • Harmonies • Ostinatos • Descants

	<ul style="list-style-type: none"> • Accompaniments <p><u>Combine knowledge of 8th Grade material to provide musical variations and expression identify:</u></p> <ul style="list-style-type: none"> • Symbols • Terms • Signs • Tempos • Dynamics
<p align="center">Evaluate and Refine</p> <p align="center"><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><u>Essential Question:</u></p> <p>How do musicians improve the quality of their creative work?</p>
Common Anchor #3	<u>Students will be able to:</u>
Evaluate their own work, by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.	<p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • Performing simple and syncopated rhythmic patterns from 2/4, 3/4, 4/4, and 6/8 Time • Creating and performing original arrangements that reflect a specific <ul style="list-style-type: none"> ○ Mood ○ Function • Practice and Perform simple conducting patterns in 2/4, 3/4, 4/4, and 6/8 Time <p><u>Describe changes and improvements made to original music by:</u></p> <ul style="list-style-type: none"> • Evaluating own musical work • Analyzing the quality
Describe the rationale for refining works by explaining the choices, based on evaluation criteria.	

	<ul style="list-style-type: none"> • Citing teacher and peer feedback • Revising specific areas to show improvement
<p style="text-align: center;">Present</p> <p style="text-align: center;"><i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>When is creative work ready to share?</p>
<p style="text-align: center;">Common Anchor #3</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.</p>	<p><u>Present/perform musical works:</u></p> <ul style="list-style-type: none"> • On a variety of instruments <ul style="list-style-type: none"> ○ Keyboards ○ Guitars <ul style="list-style-type: none"> ▪ Proper care/respect ▪ Chord symbols ▪ Chord formation ▪ Strumming ○ Classroom instruments ○ Body percussion ○ Voice <ul style="list-style-type: none"> ▪ Unison ▪ 2 Part ▪ 3 Part • In a variety of settings, both formally and informally. • Discussing what a musical performance should look and sound like • Discussing behavior of both the performer and the audience

	<p><u>Perform original improvisations, compositions, and/or arrangements justifying the music and using:</u></p> <ul style="list-style-type: none"> • Expression • Original Ideas • Developing Skills • Mood • Thought • Experience <p><u>Justify how the feeling of the music was shown using:</u></p> <ul style="list-style-type: none"> • Expression • Original Ideas • Developing Skills
8th Grade-Music/Choir	Performing
<p>Select</p> <p><i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p>	<p><u>Essential Question:</u></p> <p>How do performers select repertoire?</p>
Common Anchor #4	<u>Students will be able to:</u>
<p>Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons for choices.</p>	<p><u>Demonstrate and explain reasons for selecting music in regards to:</u></p> <ul style="list-style-type: none"> • Preference • Background of music • Styles of music • Performance purpose (Venue & Audience)

	<p><u>Apply the criteria used to determine music chosen for a specific performance:</u></p> <ul style="list-style-type: none"> • Musical Elements • Purpose or Function • Performer's Skill Level • Personal, Social, & Cultural Context • Theme • Technical Challenges
<p>Analyze</p> <p>Analyze the structure and context of varied musical works and their implications for performance.</p>	
<p><u>Enduring Understanding:</u></p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	<p><u>Essential Question:</u></p> <p>How does understanding the structure and context of musical works inform performance?</p>
<p>Common Anchor #4</p>	<p><u>Students will be able to:</u></p>
<p>Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p>	<p><u>Demonstrate knowledge of music by:</u></p> <ul style="list-style-type: none"> • Explaining interpretation of music through: <ul style="list-style-type: none"> ○ Speaking ○ Writing ○ Movement ○ Mapping • Identifying expressive qualities in music: <ul style="list-style-type: none"> ○ Dynamics ○ Tempo ○ Mood • Determining composers/performers intent in writing/performing the music through: <ul style="list-style-type: none"> ○ Context (Empathy at a funeral, Joy during the holidays)
<p>When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p>	
<p>Identify how cultural and historical context inform performances and result in different musical effects.</p>	

	<ul style="list-style-type: none"> ○ Genre ○ Style <p><u>Read and perform simple and syncopated rhythmic patterns from:</u></p> <ul style="list-style-type: none"> • 2/4, 3/4, 4/4, 6/8 Time • March Style • Lyrical Style • Accompaniments that reflect a time period • Related or contrasting pieces • Choral Performances • Historical/Cultural Context
<p style="text-align: center;">Interpret</p> <p style="text-align: center;">Develop personal interpretations that consider creators' intent.</p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p style="text-align: center;">Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p style="text-align: center;">How do performers interpret musical works?</p>
<p style="text-align: center;">Common Anchor #4</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Perform contrasting pieces of music demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</p>	<p><u>Demonstrate understanding of performance improvements based on:</u></p> <ul style="list-style-type: none"> • Class/Student/Teacher Criteria & Feedback • Ensemble Skills • Record and Analyze performances • Refine performances <p><u>Sing selected unison, 2-part, and 3-part music independently using:</u></p> <ul style="list-style-type: none"> • Natural tone • Correct diction • Proper breathing techniques

	<ul style="list-style-type: none"> • Proper posture • Achieve balance <p><u>Sing melodies from notation:</u></p> <ul style="list-style-type: none"> • Recognize and interpret tempos • Recognize and interpret articulations • Use dynamics to provide variations and expression • Use artistic license • Use personal expressions that reflect the artists' intent <p><u>Music can be interpreted differently by individuals:</u></p> <ul style="list-style-type: none"> • Justify interpretation • Show multiple interpretations of a given piece and determine what the composer/arranger was trying to convey through the song • Show interpretation through another art form: <ul style="list-style-type: none"> ○ Movement ○ Drawing ○ Mapping
<p align="center">Rehearse, Evaluate, and Refine</p> <p align="center">Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p>	
<p align="center"><u>Enduring Understanding:</u></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p align="center"><u>Essential Question:</u></p> <p>How do musicians improve the quality of their performance?</p>
Common Anchor #5	<u>Students will be able to:</u>
<p>Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and</p>	<p><u>Apply established criteria for evaluating performances including:</u></p> <ul style="list-style-type: none"> • Rhythm/Pitch Accuracy

<p>interest) to rehearse, refine, and determine when the music is ready to perform.</p>	<ul style="list-style-type: none"> • Movement/Actions • Critical Listening • Intonation • Staging • Expressive Qualities (expressiveness & facial expression) • Dynamics • Articulations • Acoustics • Atmosphere • Posture • Performance readiness • Performance quality • Composer/Arranger Intent
<p style="text-align: center;">Present</p> <p style="text-align: center;">Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Musicians judge performance based on criteria that vary across the time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
<p style="text-align: center;">Common Anchor #6</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.</p>	<p><u>Perform music with focus on:</u></p> <ul style="list-style-type: none"> • Rhythm/Pitch Accuracy • Intonation • Performer's interpretation • Creator's intent • Dynamics • Range • Articulations
<p>Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p>	

- Memory
- Light and heavy voices
- Technical Qualities
- Expression
- Body & Facial Movement/Expression
- Etiquette, Behavior, & Attire

Perform music for specific purpose such as:

- Class Recital
- Assemblies
- Holidays
- Patriotism
- Festival
- Public-Service
- Concert

Justify what influenced music selections using:

- Interest
- Knowledge
- Context
- Challenges

Demonstrate performance decorum and audience etiquette including:

- Concert Etiquette
- Attire
- Behavior
- Proper participation
- Respect towards:
 - Performers /Performing Groups

	<ul style="list-style-type: none"> ○ Self ○ Instruments ○ Audience
8th Grade-Music/Choir	Responding
<p style="text-align: center;">Select</p> <p style="text-align: center;"><i>Choose music appropriate for a specific purpose or context.</i></p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understanding, and purposes.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How do individuals choose music to experience?</p>
<p style="text-align: center;">Common Anchor #7</p> <p>Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</p>	<p style="text-align: center;"><u>Students will be able to:</u></p> <p><u>Explain and demonstrate how personal interest and experiences influenced music choice from an unfamiliar source, culture, or style:</u></p> <ul style="list-style-type: none"> • Musical Elements • Cultural Context • Purpose or Function • Context • Theme • Technical Challenges • Tension/Release <p><u>Select and perform music from an unfamiliar source, culture, or style:</u></p> <ul style="list-style-type: none"> • Native American Music • "Music Alive" song of the week • Contrasting Styles • Different genres of music from text • Explain how personal interest and experiences influenced music choice

Analyze	
Analyze how the structure and context of varied musical works inform the response.	
<u>Enduring Understanding:</u> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<u>Essential Question:</u> How does understanding the structure and context of music inform a response?
Common Anchor #7	<u>Students will be able to:</u>
Compare how the elements of music and expressive qualities relate to the structure within programs of music.	<u>Describe how the purpose of music is affected by influences such as:</u> <ul style="list-style-type: none">• Articulation• Tension/Release• Time/Key Signatures• Rhythms• Dynamics• Cultural• Instrumentation• Styles of Music (opera, orchestral etc.)• Different time periods <u>Analyze composers', performers', or arrangers' influences on music:</u> <ul style="list-style-type: none">• Elements of Music• Unity and Variety• Cultural Context• Stylistic Context• Historical Context
Identify and compare the context of program music from a variety of genres, cultures, and historical periods.	
Interpret	
Support interpretations of musical works that reflect creators'/performers' expressive intent.	

<p><u>Enduring Understanding:</u></p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p><u>Essential Question:</u></p> <p>How do we discern the musical creators' and performers' expressive intent?</p>
<p>Common Anchor #8</p>	<p><u>Students will be able to:</u></p>
<p>Support personal interpretation of contrasting programs of music and explain how creators' and performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.</p>	<p><u>Demonstrate knowledge of music concepts through performance including:</u></p> <ul style="list-style-type: none"> • Singing selected music: <ul style="list-style-type: none"> ○ Unison ○ 2-Part ○ 3-Part • Sing independently and accurately with natural tone <ul style="list-style-type: none"> ○ Correct diction ○ Proper breathing techniques ○ Achieving balance ○ Posture • Singing melodies from notation <ul style="list-style-type: none"> ○ Recognize and interpret tempos and meter ○ Use dynamics to provide variations and expression including gradual and sudden changes in expressive qualities ○ Contrasting works/sections <p><u>Music can be interpreted differently by individuals:</u></p> <ul style="list-style-type: none"> • Cultural/Historical Context's impact on interpretation • Composer/Arranger intent • Performer Interpretation • Justify interpretation • Show interpretation through another art form: <ul style="list-style-type: none"> ○ Movement ○ Drawing ○ Mapping

Evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	
<u>Enduring Understanding:</u> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<u>Essential Question:</u> How do we judge the quality of musical work(s) and performance(s)?
Common Anchor #9 Apply appropriate personally-developed criteria to evaluate musical works or performances.	<u>Students will be able to:</u> <u>Apply personal and expressive preferences to evaluate music to enhance enjoyment and understanding of the music including:</u> <ul style="list-style-type: none"> • Creating criteria to evaluate the accuracy, purpose, function, and expressiveness of a musical performance • Evaluate and justify interpretation • Interest • Knowledge and Context • Musical Elements • Purpose or Function • Theme • Technical Challenges • Melody/Harmony • Tension/Release
8th Grade-Music/Choir	Connecting
Connect #10 Synthesize and relate knowledge and personal experiences to make music.	
<u>Enduring Understanding:</u> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<u>Essential Question:</u> How do musicians make meaningful connections to creating, performing, and responding?

Common Anchor #10	Students will be able to:
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<u>Review instrument families</u> <ul style="list-style-type: none">• Strings• Percussion• Woodwind• Brass
Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.	<u>Introduce various musical styles</u> <ul style="list-style-type: none">• Different periods• Cultures• Genres• Dance• Jazz
Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.	<u>Identify a list of musical excerpts:</u> <ul style="list-style-type: none">• Famous pieces<ul style="list-style-type: none">○ Artists○ Musical Eras• Dances<ul style="list-style-type: none">○ Watusi○ Mashed Potato○ Funky Chicken○ Bus Stop○ Alligator○ Hustle
Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons, for choices.	
Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities.	
Select programs of music and demonstrate the connections to an interest or experience for a specific purpose.	
Connect #11 Relate musical ideas and works with varied context to deepen understanding.	

<p><u>Enduring Understanding:</u> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>	<p><u>Essential Question:</u> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
<p>Common Anchor #11</p>	<p><u>Students will be able to:</u></p>
<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><u>Demonstrate knowledge of music used in a variety of setting, cultures, and subjects including:</u></p> <ul style="list-style-type: none"> • Socially • Emotionally • Arts • Varied Contexts • Varied Disciplines • Daily Life • Patriotism • Holidays • Discipline • Behavior <p><u>Improvise with:</u></p> <ul style="list-style-type: none"> • body percussion • voice • instruments (pitched and unpitched) • voice • call and response, <p><u>Perform music for a specific performance including:</u></p> <ul style="list-style-type: none"> • Recital • Concert • Festival • Public-Service • In-Class Performance
<p>Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms that convey expressive intent.</p>	
<p>Identify how cultural and historical context inform performance and results in different musical effects.</p>	
<p>Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, context, and style.</p>	
<p>Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p>	
<p>Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	

	<ul style="list-style-type: none"> • Holidays • Assemblies • Patriotic events • Sporting events <p><u>Interpret musical ideas by:</u></p> <ul style="list-style-type: none"> • giving feedback to others about their musical work • listening to feedback from others about his/her musical work evaluating own musical work
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5 th Grade-Band		CREATING	
Imagine			
Generate musical ideas for various purposes and contexts			
<u>Enduring Understanding:</u> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.		<u>Essential Question:</u> How do musicians generate creative ideas?	
Common Anchor #1		<u>Students will be able to:</u>	
Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.		<ul style="list-style-type: none">• Improvise a short phrase using given notes and rhythms• Using given notes, students improvise rhythms	
Plan and Make			
Select and develop musical ideas for defined purposes and contexts			
<u>Enduring Understanding:</u> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.		<u>Essential Question:</u> How do musicians make creative decisions?	
Common Anchor #2		<u>Students will be able to:</u>	
Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.		<ul style="list-style-type: none">• Use standard symbols to notate rhythm and pitch in simple patterns• Write their own music with specific instructions or guidelines• Compose a theme and variation using given or original material• Perform simple echo patterns with and without pitch with voices, clapping, and instruments	
Preserve draft compositions and improvisations through standard notation and audio recording.			
Evaluate and Refine			
Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.			

<u>Enduring Understanding:</u> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<u>Essential Question:</u> How do musicians improve the quality of their creative work?
Common Anchor #3	<u>Students will be able to:</u>
Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	<ul style="list-style-type: none"> Revise their compositions with guided instruction from a teacher, peer editing, and/or trial and error
Present <i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	
<u>Enduring Understanding:</u> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<u>Essential Question:</u> When is creative work ready to share?
Common Anchor #3	<u>Students will be able to:</u>
Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	<ul style="list-style-type: none"> Perform their composed written work for the class Provide verbal or written evaluations of theirs and their peer's work
5th Grade-Band	PERFORMING
Select Select varied musical works to present based on interest, knowledge, technical skill, and context.	
<u>Enduring Understanding:</u> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<u>Essential Question:</u> How do performers select repertoire?

Common Anchor #4	<u>Students will be able to:</u>
Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	<ul style="list-style-type: none"> • Assist in the choosing of appropriate music to perform • Discuss context, audience, and how they affect repertoire selection
Analyze Analyze the structure and context of varied musical works and their implications for performance	
<u>Enduring Understanding:</u> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<u>Essential Question:</u> Essential Question: How does understanding the structure and context of musical works inform performance?
Common Anchor #4	<u>Students will be able to:</u>
Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	<ul style="list-style-type: none"> • Demonstrate correct playing position, posture and embouchure • Produce appropriate basic characteristic tone at mezzo-forte level throughout a range of an octave • Perform with technical accuracy a repertoire representing diverse styles • Respond to a conductor • Perform a 1-octave B-flat major scale • Identify note names of all notes in performing clef • Be introduced to a phonetic rhythm system
Interpret Develop personal interpretations that consider creators' intent.	
<u>Enduring Understanding:</u> Performers make interpretive decisions based on their understanding of context and expressive intent.	<u>Essential Question:</u> How do performers interpret musical works?

Common Anchor #4	<u>Students will be able to:</u>
Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	<ul style="list-style-type: none"> • Perform a varied repertoire of music representing diverse styles • Interpret and perform rhythmic patterns which include whole, dotted half, half, quarter, dotted quarter, and eighth notes and rests at moderato tempo in 2/4, 3/4, 4/4 time • Identify symbols and terms referring to dynamics, tempo and articulation; interpret them correctly while performing easy music • Identify and perform a musical phrase
Rehearse, Evaluate and Refine Evaluate and refine personal and ensemble performances, individually or in collaboration with others	
<u>Enduring Understanding:</u> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<u>Essential Question:</u> How do musicians improve the quality of their performance?
Common Anchor #5	<u>Students will be able to:</u>
Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	<ul style="list-style-type: none"> • Identify poor intonation between like instruments • Be introduced to criteria for evaluating individual and ensemble performances • Evaluate the quality and effectiveness of performances (one's own and other's) • Provide written and oral feedback to a performance through listening to recordings of themselves

<p style="text-align: center;">Present</p> <p style="text-align: center;">Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
Common Anchor #6	<u>Students will be able to:</u>
Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	<ul style="list-style-type: none"> • Demonstrate the ability to apply age-appropriate musical skills in front of an audience in a variety of settings, including concerts, in-class performances, and assemblies. • Describe and demonstrate correct concert etiquette • Attend and participate in school programs
Demonstrate an awareness of the context of the music through prepared and improvised performances.	
5th Grade-Band	RESPONDING
<p style="text-align: center;">Select</p> <p style="text-align: center;">Choose music appropriate for specific purposes and contexts.</p>	
<p style="text-align: center;"><u>Enduring Understanding:</u></p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p style="text-align: center;"><u>Essential Question:</u></p> <p>How do individuals choose music to experience?</p>
Common Anchor #7	<u>Students will be able to:</u>
Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	<ul style="list-style-type: none"> • Select music from familiar sources • Explain how the selection is connected to the purpose • Relate personal information and experiences to the selection • Respond to instructor-guided questions about musical preferences

Analyze Analyze how the structure and context of varied musical works inform the response	
<u>Enduring Understanding:</u> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<u>Essential Question:</u> How does understanding the structure and context of the music influence a response?
Common Anchor #7	<u>Students will be able to:</u>
Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	<ul style="list-style-type: none"> • Discuss musical concepts as they relate to structure and form • Analyze tempo, dynamics, and where they change in a piece of music • Recognize and accurately play varying musical forms and genres, including theme and variation, ABA, rock/blues, marches, and medleys • Analyze how sounds and musical elements used reflect personal, social, and/or cultural contexts
Interpret Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.	
<u>Enduring Understanding:</u> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<u>Essential Question:</u> : How do we discern the musical creators' and performers' expressive intent?
Common Anchor #8	<u>Students will be able to:</u>
Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	<ul style="list-style-type: none"> • Discuss and demonstrate the expressive qualities in a musical selection

Evaluate Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria	
<u>Enduring Understanding:</u> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<u>Essential Question:</u> How do we judge the quality of musical work(s) and performance(s)?
Common Anchor #9	<u>Students will be able to:</u>
Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	<ul style="list-style-type: none"> • Generate criteria to evaluate accuracy, purpose, and expressiveness of a musical performance • Justify the evaluation based on their given criteria • Use given criteria and vocabulary to discuss their personal preference for music
5th Grade-Band	CONNECTING
Connect #10 Synthesize and relate knowledge and personal experiences to make music	
<u>Enduring Understanding:</u> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<u>Essential Question:</u> How do musicians make meaningful connections to creating, performing, and responding?
Common Anchor #10	<u>Students will be able to:</u>
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<ul style="list-style-type: none"> • Attend and participate in school programs • Examine how historical events (such as war, slavery, and peace) are expressed in music • Analyze music of different cultures • Share future music opportunities with students
Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	

Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skills of the individual or ensemble.	
Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	
Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	
Connect #11 Relate musical ideas and works with varied context to deepen understanding.	
<u>Enduring Understanding:</u> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.	<u>Essential Question:</u> How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
Common Anchor #11	<u>Students will be able to:</u>
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<ul style="list-style-type: none">• Be introduced to ways in which ideas are expressed in the various arts• Be introduced to ways in which other school subjects share common ground with music and its study
Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	
Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	

Demonstrate an awareness of the context of the music through prepared and improvised performances.	
Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	

6 th Grade-Band	CREATING
<p align="center">Imagine</p> <p align="center"><i>Generate musical ideas for various purposes and contexts</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p align="center">The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	<p align="center"><u>Essential Question:</u></p> <p align="center">How do musicians generate creative ideas?</p>
<p align="center">Common Anchor #1</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</p>	<ul style="list-style-type: none"> • Compose a warm-up exercise in a given key using specific rhythms • Compose a simple arrangement of a common tune using set criteria • Re-arrange short musical excerpts into other time signatures
<p align="center">Plan and Make</p> <p align="center"><i>Select and develop musical ideas for defined purposes and contexts</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p align="center">Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p align="center"><u>Essential Question:</u></p> <p align="center">How do musicians make creative decisions?</p>
<p align="center">Common Anchor #2</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<ul style="list-style-type: none"> • Use standard symbols to notate rhythm and pitch in simple-intermediate patterns • Write their own music with specific instructions or guidelines • Perform simple echo patterns with and without pitch with

Preserve draft compositions and improvisations through standard notation and audio recording.	<p>voices, clapping, and instruments</p> <ul style="list-style-type: none"> • Provide thoughtful critiques and create performance improvement goals by listening to individual/ensemble rehearsal recordings and providing written and oral feedback
<p>Evaluate and Refine</p> <p><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><u>Essential Question:</u></p> <p>How do musicians improve the quality of their creative work?</p>
Common Anchor #3	<u>Students will be able to:</u>
Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria	<ul style="list-style-type: none"> • Be introduced to criteria for evaluating individual and ensemble performances • Evaluate the quality and effectiveness of performances (one's own and other's)
<p>Present</p> <p><i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p><u>Essential Question:</u></p> <p>When is creative work ready to share?</p>
Common Anchor #3	<u>Students will be able to:</u>
Share personally developed melodies and rhythmic passages –	<ul style="list-style-type: none"> • Perform their composed written work for the class

individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	<ul style="list-style-type: none"> • Provide verbal or written evaluations of theirs and their peer's work
6th Grade-Band	PERFORMING
Select Select varied musical works to present based on interest, knowledge, technical skill, and context.	
<u>Enduring Understanding:</u> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<u>Essential Question:</u> How do performers select repertoire?
Common Anchor #4	<u>Students will be able to:</u>
Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.	<ul style="list-style-type: none"> • Assist in the creation of a diverse concert program • Discuss context, audience, and how they affect repertoire selection • Identify genres and where/when they are appropriate to perform • Compare/contrast given musical selections
Analyze Analyze the structure and context of varied musical works and their implications for performance	
<u>Enduring Understanding:</u> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<u>Essential Question:</u> How does understanding the structure and context of musical works inform performance?

Common Anchor #4	<u>Students will be able to:</u>
Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.	<ul style="list-style-type: none"> • Match pitch to like instruments • Identify and describe families and individual instruments • Identify major and minor tonality in listening exercises • Demonstrate ability to interpret ledger lines • Be introduced to 6/8 and 2/2 time • Identify and demonstrate duple subdivision of the beat
<p style="text-align: center;">Interpret</p> <p style="text-align: center;">Develop personal interpretations that consider creators' intent.</p>	
<u>Enduring Understanding:</u> Performers make interpretive decisions based on their understanding of context and expressive intent.	<u>Essential Question:</u> How do performers interpret musical works?
Common Anchor #4	<u>Students will be able to:</u>
Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	<ul style="list-style-type: none"> • Identify symbols and terms referring to dynamics, tempo and articulation; interpret them correctly while performing grade medium-easy music • Interpret and perform rhythmic patterns which include sixteenth notes at moderato tempo in 2/4, 3/4, 4/4 time using phonetic and numerical rhythm systems • Match unison pitch to instruments from other sections and/or families • Be introduced to the concept of ensemble balance • Listen to and identify instruments in listening exercises • Compare and contrast different sections of a piece of music • Create a word bank of music terms and definitions that can be accessed when listening to, analyzing and/or describing music

Rehearse, Evaluate and Refine Evaluate and refine personal and ensemble performances, individually or in collaboration with others	
<u>Enduring Understanding:</u> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<u>Essential Question:</u> How do musicians improve the quality of their performance?
Common Anchor #5	<u>Students will be able to:</u>
Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	<ul style="list-style-type: none"> • Identify poor ensemble intonation • Identify “beats” associated with poor intonation between like instruments playing unisons • Evaluate the quality and effectiveness of performances (one’s own and other’s) • Provide written and oral feedback to a performance through listening to recordings of themselves
Present Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	
<u>Enduring Understanding:</u> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<u>Essential Question:</u> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Common Anchor #6	<u>Students will be able to:</u>
Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	<ul style="list-style-type: none"> • Demonstrate the ability to apply age-appropriate musical skills in front of an audience in a variety of settings, including concerts and assemblies. • Describe and demonstrate correct concert etiquette • Attend and participate in school programs
Demonstrate an understanding of the context of the music through prepared and improvised performances.	

6 th Grade-Band	RESPONDING
<p align="center">Select</p> <p align="center">Choose music appropriate for specific purposes and contexts.</p>	
<p><u>Enduring Understanding:</u> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p><u>Essential Question:</u> How do individuals choose music to experience?</p>
<p align="center">Common Anchor #7</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.</p>	<ul style="list-style-type: none"> • Respond to questions about musical preferences and defend/justify their preferences with specific examples • Describe how music is used in different situations
<p align="center">Analyze</p> <p align="center">Analyze how the structure and context of varied musical works inform the response</p>	
<p><u>Enduring Understanding:</u> Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p>	<p><u>Essential Question:</u> How does understanding the structure and context of the music influence a response?</p>
<p align="center">Common Anchor #4</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Describe how understanding context and the way the elements of music are manipulated inform the response to music.</p>	<ul style="list-style-type: none"> • Identify musical concepts as they relate to structure and form • Recognize and accurately play varying musical forms and genres, including lyrical/ballad, chorales, folk songs, patriotic music, and overtures
<p align="center">Interpret</p> <p align="center">Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</p>	
<p><u>Enduring Understanding:</u> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p><u>Essential Question:</u> : How do we discern the musical creators' and performers' expressive intent?</p>

Common Anchor #8	<u>Students will be able to:</u>
Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	<ul style="list-style-type: none"> • Discuss and demonstrate the expressive qualities in a musical selection • Identify ensemble performance problems and make constructive suggestions for improvement • Be introduced to criteria for evaluating the quality and effectiveness of both live and recorded performances • Write a personal reaction to a specific performance
Evaluate Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria	
<u>Enduring Understanding:</u> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<u>Essential Question:</u> How do we judge the quality of musical work(s) and performance(s)?
Common Anchor #9	<u>Students will be able to:</u>
Explain the influence of experiences, analysis, and context on interest in and evaluation of music	<ul style="list-style-type: none"> • Generate criteria to evaluate accuracy, purpose, and expressiveness of a musical performance • Justify the evaluation based on their given criteria • Use given criteria and vocabulary to discuss their personal preference for music • Accurately and thoughtfully evaluate musical quality based on factors such as intonation, pitch/rhythm accuracy, and tone quality
6th Grade-Band	CONNECTING
Connect #10 Synthesize and relate knowledge and personal experiences to make music	

<u>Enduring Understanding:</u> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<u>Essential Question:</u> How do musicians make meaningful connections to creating, performing, and responding?
Common Anchor #10	<u>Students will be able to:</u>
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<ul style="list-style-type: none">• Identify how emotions are portrayed in music• Recognize characteristics of music from different cultures• Begin to identify positive health benefits to music and performing, particularly in brain health and music therapy
Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skills of the individual and ensemble.	
Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	
Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	
Connect #11 Relate musical ideas and works with varied context to deepen understanding.	
<u>Enduring Understanding:</u> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.	<u>Essential Question:</u> How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Common Anchor #11	<u>Students will be able to:</u>
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<ul style="list-style-type: none"> • Compare, contrast and integrate other school subjects with music • Relate sound production to science and physics • Observe special guests and professional musicians that can motivate and inspire them to reach for a higher level of performance and professionalism
Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	
Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
Demonstrate an understanding of the context of the music through prepared and improvised performances.	
Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	

7 th Grade-Band		CREATING	
Imagine			
Generate musical ideas for various purposes and contexts			
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.		Essential Question: How do musicians generate creative ideas?	
Common Anchor #1		Students will be able to:	
Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.		<ul style="list-style-type: none">• Compose a warm-up exercise in a given key using specific rhythms• Notate rhythms including sixteenth notes and triplets in 6/8 and 2/2 time• Use a numerical system to notate rhythms found in grade medium-easy music	
Plan and Make			
Select and develop musical ideas for defined purposes and contexts			
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.		Essential Question: How do musicians make creative decisions?	
Common Anchor #2		Students will be able to:	
Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.		<ul style="list-style-type: none">• Be introduced to the concept of ensemble balance• Listen to and identify instruments in listening exercises• Compare and contrast different sections of a piece of music• Create a word bank of music terms and definitions that can be accessed when listening to, analyzing and/or describing music	
Preserve draft compositions and improvisations through standard notation and audio recording.			

<p style="text-align: center;">Evaluate and Refine</p> <p style="text-align: center;"><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><u>Essential Question:</u></p> <p>How do musicians improve the quality of their creative work?</p>
<p style="text-align: center;">Common Anchor #3</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.</p>	<ul style="list-style-type: none"> • Be introduced to criteria for evaluating individual and ensemble performances • Evaluate the quality and effectiveness of performances (one's own and other's)
<p style="text-align: center;">Present</p> <p style="text-align: center;"><i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p><u>Essential Question:</u></p> <p>When is creative work ready to share?</p>
<p style="text-align: center;">Common Anchor #3</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Share personally developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p>	<ul style="list-style-type: none"> • Perform their composed written work for the class • Provide verbal or written evaluations of theirs and their peer's work
<p style="text-align: center;">7th Grade-Band</p>	<p style="text-align: center;">PERFORMING</p>
<p style="text-align: center;">Select</p> <p style="text-align: center;">Select varied musical works to present based on interest, knowledge, technical skill, and context.</p>	

<p><u>Enduring Understanding:</u></p> <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p>	<p><u>Essential Question:</u></p> <p>How do performers select repertoire?</p>
<p>Common Anchor #4</p>	<p><u>Students will be able to:</u></p>
<p>Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p>	<ul style="list-style-type: none"> • Match pitch to like instruments • Identify and describe families and individual instruments • Identify major and minor tonality in listening exercises • Identify poor intonation between like instruments
<p>Analyze</p> <p>Analyze the structure and context of varied musical works and their implications for performance</p>	
<p><u>Enduring Understanding:</u></p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	<p><u>Essential Question:</u></p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p>
<p>Common Anchor #4</p>	<p><u>Students will be able to:</u></p>
<p>Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</p>	<ul style="list-style-type: none"> • Identify symbols and terms referring to dynamics, tempo and articulation; interpret them correctly while performing grade medium-easy music • Identify "beats" associated with poor intonation between instruments of the same range • Match unison and octave pitch to instruments from other sections and/or families • Identify individual sound as it relates to ensemble balance • Record a school performance; analyze and describe the performance using a rubric.
<p>Interpret</p> <p>Develop personal interpretations that consider creators' intent.</p>	

<p><u>Enduring Understanding:</u> Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p><u>Essential Question:</u> How do performers interpret musical works?</p>
<p>Common Anchor #4</p>	<p><u>Students will be able to:</u></p>
<p>Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p>	<ul style="list-style-type: none"> • Produce appropriate basic characteristic tone at piano through forte level throughout range of an octave and a half • Perform with technical accuracy a repertoire of grade medium-easy music • Perform a one octave major scale in B-flat, F, E-flat and A-flat • Perform a 1 ½ octave chromatic scale • Introduce a one octave natural minor scale in g and c • Interpret and perform rhythmic patterns which include sixteenth notes at moderato tempo in 2/4, 3/4, 4/4 time using phonetic and numerical rhythm systems • Match unison pitch to instruments from other sections and/or families • Demonstrate appropriate sostenuto, marcato, and accents • Perform phrases with appropriate breathing • Perform rhythmic nuances such as rit., rall., accel. in response to the conductor
<p>Rehearse, Evaluate and Refine Evaluate and refine personal and ensemble performances, individually or in collaboration with others</p>	
<p><u>Enduring Understanding:</u> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><u>Essential Question:</u> How do musicians improve the quality of their performance?</p>

Common Anchor #5	<u>Students will be able to:</u>
Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	<ul style="list-style-type: none"> • Identify ensemble performance problems and make constructive suggestions for improvement • Be introduced to criteria for evaluating the quality and effectiveness of both live and recorded performances • Write a personal reaction to a specific performance
Present Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	
<u>Enduring Understanding:</u> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<u>Essential Question:</u> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Common Anchor #6	<u>Students will be able to:</u>
Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	<ul style="list-style-type: none"> • Demonstrate the ability to apply age-appropriate musical skills in front of an audience in a variety of settings, including concerts, festivals, parades, and graduation ceremonies • Describe and demonstrate correct concert etiquette • Attend and participate in school programs
Demonstrate an understanding of the context of the music through prepared and improvised performances.	
7th Grade-Band	RESPONDING
Select Choose music appropriate for specific purposes and contexts.	
<u>Enduring Understanding:</u> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<u>Essential Question:</u> How do individuals choose music to experience?

Common Anchor #7	<u>Students will be able to:</u>
Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	<ul style="list-style-type: none"> • Describe how purpose in music is supported by music concepts such as context and audience
Analyze Analyze how the structure and context of varied musical works inform the response	
<u>Enduring Understanding:</u> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<u>Essential Question:</u> How does understanding the structure and context of the music influence a response?
Common Anchor #4	<u>Students will be able to:</u>
Describe how understanding context and the way the elements of music are manipulated inform the response to music.	<ul style="list-style-type: none"> • Identify musical concepts as they relate to structure and form • Recognize and accurately play varying musical forms and genres, including jazz/swing, rock/pop, Native American music, and multi-movement
Interpret Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.	
<u>Enduring Understanding:</u> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<u>Essential Question:</u> How do we discern the musical creators' and performers' expressive intent?
Common Anchor #8	<u>Students will be able to:</u>
Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	<ul style="list-style-type: none"> • Identify ensemble performance problems and make constructive suggestions for improvement • Be introduced to criteria for evaluating the quality and effectiveness of both live and recorded performances • Write a personal reaction to a specific performance

Evaluate Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria	
<u>Enduring Understanding:</u> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<u>Essential Question:</u> How do we judge the quality of musical work(s) and performance(s)?
<u>Common Anchor #9</u> Explain the influence of experiences, analysis, and context on interest in and evaluation of music	<u>Students will be able to:</u> <ul style="list-style-type: none"> • Generate criteria to evaluate accuracy, purpose, and expressiveness of a musical performance • Justify the evaluation based on their given criteria • Use given criteria and vocabulary to discuss their personal preference for music • Accurately and thoughtfully evaluate musical quality based on factors such as intonation, pitch/rhythm accuracy, and tone quality
7th Grade-Band	CONNECTING
Connect #10 Synthesize and relate knowledge and personal experiences to make music	
<u>Enduring Understanding:</u> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<u>Essential Question:</u> How do musicians make meaningful connections to creating, performing, and responding?
<u>Common Anchor #10</u> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<u>Students will be able to:</u> <ul style="list-style-type: none"> • Identify music careers in the community and beyond • Discuss how music and performing can assist students to pursue excellence and achieve their goals in all walks of

Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	life
Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skills of the individual and ensemble.	
Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	
Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	
Connect #11 Relate musical ideas and works with varied context to deepen understanding.	
<u>Enduring Understanding:</u> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.	<u>Essential Question:</u> How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
Common Anchor #11	<u>Students will be able to:</u>
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<ul style="list-style-type: none">• Be introduced to various periods of music history-baroque through contemporary
Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	

Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
Demonstrate an understanding of the context of the music through prepared and improvised performances.	
Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	

8 th Grade-Band	CREATING
<p align="center">Imagine</p> <p align="center"><i>Generate musical ideas for various purposes and contexts</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p align="center">The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	<p align="center"><u>Essential Question:</u></p> <p align="center">How do musicians generate creative ideas?</p>
<p align="center">Common Anchor #1</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</p>	<ul style="list-style-type: none"> • Choose and describe a musical idea • Use a numerical system to notate rhythms in grade medium-easy music • Notate note names, symbols and terms referring to pitch, dynamics, tempo and articulation and expression
<p align="center">Plan and Make</p> <p align="center"><i>Select and develop musical ideas for defined purposes and contexts</i></p>	
<p align="center"><u>Enduring Understanding:</u></p> <p align="center">Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p align="center"><u>Essential Question:</u></p> <p align="center">How do musicians make creative decisions?</p>
<p align="center">Common Anchor #2</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<ul style="list-style-type: none"> • Explain how the elements of music are used to communicate the expressive intent
<p>Preserve draft compositions and improvisations through standard notation and audio recording.</p>	

<p align="center">Evaluate and Refine</p> <p align="center"><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	
<p><u>Enduring Understanding:</u> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><u>Essential Question:</u> How do musicians improve the quality of their creative work?</p>
<p align="center">Common Anchor #3</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.</p>	<ul style="list-style-type: none"> • Match pitch to like instruments • Identify and describe families and individual instruments • Identify major and minor tonality in listening exercises • Identify poor intonation between like instruments
<p align="center">Present</p> <p align="center"><i>Share creative musical works that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	
<p><u>Enduring Understanding:</u> Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p><u>Essential Question:</u> When is creative work ready to share?</p>
<p align="center">Common Anchor #3</p>	<p align="center"><u>Students will be able to:</u></p>
<p>Share personally developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p>	<ul style="list-style-type: none"> • Perform their composed written work for the class • Provide verbal or written evaluations of theirs and their peer's work
<p align="center">8th Grade-Band</p>	<p align="center">PERFORMING</p>
<p align="center">Select</p> <p align="center">Select varied musical works to present based on interest, knowledge, technical skill, and context.</p>	

<p><u>Enduring Understanding:</u></p> <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p>	<p><u>Essential Question:</u></p> <p>How do performers select repertoire?</p>
<p>Common Anchor #4</p>	<p><u>Students will be able to:</u></p>
<p>Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p>	<ul style="list-style-type: none"> • Perform music of diverse genres and styles, with expression appropriate for the work being performed • Perform with well-developed ensemble skills in response to the conductor • Perform music representing diverse genres, cultures and historical periods, Renaissance through contemporary
<p>Analyze</p> <p>Analyze the structure and context of varied musical works and their implications for performance</p>	
<p><u>Enduring Understanding:</u></p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	<p><u>Essential Question:</u></p> <p>How does understanding the structure and context of musical works inform performance?</p>
<p>Common Anchor #4</p>	<p><u>Students will be able to:</u></p>
<p>Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</p>	<ul style="list-style-type: none"> • Produce appropriate basic characteristic tone at piano through forte level through range of 2 octaves • Perform with technical accuracy a repertoire of grade medium-easy and medium music • Perform a one octave major scale in B-flat, F, E-flat, A-flat, D-flat and C • Perform a two octave chromatic scale • Perform a one octave natural minor scale in g, c, d, and f • Identify vibrato • Identify alternate fingerings/position

Interpret Develop personal interpretations that consider creators' intent.	
<u>Enduring Understanding:</u> Performers make interpretive decisions based on their understanding of context and expressive intent.	<u>Essential Question:</u> How do performers interpret musical works?
Common Anchor #4	<u>Students will be able to:</u>
Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	<ul style="list-style-type: none"> • Demonstrate correct playing position, posture and embouchure • Produce appropriate basic characteristic tone at piano through forte level through range of 2 octaves • Perform with technical accuracy a repertoire of grade medium-easy and medium music • Perform a one octave major scale in B-flat, F, E-flat, A-flat, D-flat and C • Perform a two octave chromatic scale • Perform a one octave natural minor scale in g, c, d, and f • Identify vibrato
Rehearse, Evaluate and Refine Evaluate and refine personal and ensemble performances, individually or in collaboration with others	
<u>Enduring Understanding:</u> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<u>Essential Question:</u> How do musicians improve the quality of their performance?
Common Anchor #5	<u>Students will be able to:</u>
Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	<ul style="list-style-type: none"> • Improve and refine the quality of their individual and group performance through repetition, application of skills called upon in the music, and student/teacher constructive criticism

<p style="text-align: center;">Present</p> <p style="text-align: center;">Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p>	
<p><u>Enduring Understanding:</u></p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p><u>Essential Question:</u></p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
<p style="text-align: center;">Common Anchor #6</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to apply age-appropriate musical skills in front of an audience in a variety of settings, including concerts, festivals, parades, and assemblies. • Describe and demonstrate correct concert etiquette • Attend and participate in school programs
<p>Demonstrate an understanding of the context of the music through prepared and improvised performances.</p>	
<p>8th Grade-Band</p>	<p>RESPONDING</p>
<p style="text-align: center;">Select</p> <p style="text-align: center;">Choose music appropriate for specific purposes and contexts.</p>	
<p><u>Enduring Understanding:</u></p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p><u>Essential Question:</u></p> <p>How do individuals choose music to experience?</p>
<p style="text-align: center;">Common Anchor #7</p>	<p style="text-align: center;"><u>Students will be able to:</u></p>
<p>Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.</p>	<ul style="list-style-type: none"> • Identify and justify musical preferences in oral and written form using grade-level appropriate musical vocabulary
<p style="text-align: center;">Analyze</p> <p style="text-align: center;">Analyze how the structure and context of varied musical works inform the response</p>	
<p><u>Enduring Understanding:</u></p> <p>Response to music is informed by analyzing context (social,</p>	<p><u>Essential Question:</u></p> <p>How does understanding the structure and context of the music</p>

cultural, and historical) and how creators and performers manipulate the elements of music.	influence a response?
Common Anchor #7	<u>Students will be able to:</u>
Describe how understanding context and the way the elements of music are manipulated inform the response to music.	<ul style="list-style-type: none"> • Identify and demonstrate musical concepts as they relate to structure and form • Identify “beats” associated with poor intonation between instruments of the same range • Match unison and octave pitch to instruments from other sections and/or families • Identify individual sound as it relates to ensemble balance • Record a school performance; analyze and describe the performance using a rubric
Interpret Support an interpretation of a musical work that reflects the creators’/performers’ expressive intent.	
<u>Enduring Understanding:</u> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<u>Essential Question:</u> How do we discern the musical creators’ and performers’ expressive intent?
Common Anchor #8	<u>Students will be able to:</u>
Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	<ul style="list-style-type: none"> • Identify ensemble performance problems and make constructive suggestions for improvement • Be introduced to criteria for evaluating the quality and effectiveness of both live and recorded performances • Write a personal reaction to a specific performance
Evaluate Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria	
<u>Enduring Understanding:</u> The personal evaluation of musical work(s) and performance(s)	<u>Essential Question:</u> How do we judge the quality of musical work(s) and

is informed by analysis, interpretation, and established criteria.	performance(s)?
Common Anchor #9	<u>Students will be able to:</u>
Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	<ul style="list-style-type: none"> • Use student-generated criteria and vocabulary to discuss their personal preference for music with supporting examples • Be introduced to criteria for evaluating individual and ensemble performances • Evaluate the quality and effectiveness of performances (one's own and other's)
8th Grade-Band	CONNECTING
Connect #10 Synthesize and relate knowledge and personal experiences to make music	
<u>Enduring Understanding:</u>	<u>Essential Question:</u>
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?
Common Anchor #10	<u>Students will be able to:</u>
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<ul style="list-style-type: none"> • Describe music representing diverse genres, cultures and historical periods, Renaissance through contemporary • Recognize characteristics of music from various eras • Identify various musical excerpts such as famous pieces from different genres, the National Anthem, and/or patriotic selections • Identify music careers in the community and beyond
Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skills of the individual and ensemble.	

Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	
Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context	
Connect #11 Relate musical ideas and works with varied context to deepen understanding.	
<u>Enduring Understanding:</u> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.	<u>Essential Question:</u> How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
<u>Common Anchor #11</u>	<u>Students will be able to:</u>
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<ul style="list-style-type: none">• Examine and understand how music is reflected through various world events, such as the sporting events, politics, advertising, film/TV, and other media• Relate musical eras to history, including music as a means of storytelling, grief/healing, and protest• Identify settings for various musical events such as symphony concerts, rock concerts, musicals, Pow wows, school concerts, and pep band
Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	
Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
Demonstrate an understanding of the context of the music through prepared and improvised performances.	

Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	
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