

**Curriculum Map**

**Grade/Class:**

SMART Goal:  
 Long SMART Goal:  
 Indicator:  
 Annual Goal:

Quarter	2nd Quarter	3rd Quarter	4th Quarter		
Standard	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/Resources	Technology Integrated
Performing solo, alone or with others, a repertoire of music	a. Sing independently, on pitch and in rhythm b. Sing expressively, with appropriate dynamics. c. Sing from memory a variety of styles. d. Sing ostinatos, partner songs, and rounds.	I will be able to sing alone and with others.	Demonstrate refinement of tone quality and intonation.  Consistently perform with appropriate vocal blend, ensemble balance, and tonal resonance.  Demonstrate increased awareness of diction.  Choir - Sight-singing test and ensemble/group singing.	Vocalize! By Alfred Publications  Various choral octavos	Piano, Guitar other instruments..  Ipad or other recording device for individual singing assessments
Performing on instruments, and with a varied repertoire of music	a. Perform on pitch, in rhythm, with appropriate dynamics and timbre. b. Perform easy rhythmic, melodic, and chordal patterns accurately c. Perform	I will be able to perform on a variety of instruments using different dynamics with pitched and unpitched percussion.	Sight-singing and ensemble/group singing/playing.	Various repertoire from different publishing sources.	Piano, Guitar other instruments..  Ipad or other recording device for individual singing assessments

	<p>expressively a varied repertoire of music representing diverse genres and styles.</p> <p>d. Echo short rhythms and melodic patterns</p> <p>e. Responding to cues of a conductor.</p> <p>f. Playing duets on a instrument</p>	<p>I will be able to echo rhythms and patterns.</p> <p>I will be able to follow a conductor.</p> <p>I will be able to play an instrument.</p>			
<p>ising es, ns, and paniments</p>	<p>a. Improvise simple rhythmic and melodic ostinato accompaniments</p> <p>b. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</p> <p>c. Using body sounds and pentatonic scales to make improvised music</p>	<p>I will be able to improvise a simple melody melodically and rhythmically.</p>	<p>Elementary: Using a major C scale, create a melody using a set time signature and notation.</p>	<p>Various repertoire from different publishing companies</p>	<p>Piano, Guitar, Xylophone, and other instruments</p>
<p>osing and ing music specified nes</p>	<p>a. Create and arrange music to accompany readings or dramatizations</p> <p>b. Use a variety of sound sources</p>	<p>I will be able to perform songs/dramatizations for programs.</p>	<p>Performance</p>	<p>Making music curriculum</p>	<p>Finale</p>

	when composing.				
ing and g music	<p>a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, &amp; 4/4 meter signatures.</p> <p>b. Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major key.</p>	<p>I can read music while playing/singing and accurately follow rhythm and notation.</p> <p>I can identify the notes on the treble clef scale.</p>	<p>Sight read/play simple melodies.</p> <p>Quiz: Students identify treble clef notes.</p>	Making Music Curriculum	<p>Computer applications for music notation</p> <p>Piano, Guitar, other instruments..</p> <p>Ipad or other recording device for individual singing assessments</p>
ng to, ing, and ing music	Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music	I can identify the changes in music, including but not limited to key changes, meter, harmonic progressions, etc...	Students will follow listening map and indicate changes in rhythm, tempo and key changes.	Making Music Curriculum	Piano, CD, internet video examples of various repertoire

<p>judging music performances</p>	<p>a. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.</p> <p>b. Evaluate the quality and effectiveness of their own and other's performances, compositions, arrangements by applying specific criteria.</p>	<p>I can judge other's performances and can tell if it is a quality performance.</p>	<p>Using judge's adjudication forms when listening to other bands at contest.</p>	<p>Minnesota High school league website.</p>	<p>The internet</p>
<p>relationships between music, other arts, disciplines and the arts.</p>	<p>a. How does music relate to other arts.</p> <p>b. What other disciplines does music touch on.</p>	<p>I can find multiple meaning in music and other arts.</p>	<p>Quiz</p>	<p>Music literature that is picked by the teacher.</p>	<p>The internet</p>
<p>standing in relation to history and culture.</p>	<p>a. Explore music from different time periods.</p> <p>b. Perform pieces of music that explore different events in history and culture from all across the globe.</p>	<p>I can identify music from different time periods. I can explore meaning in music and learn more about other's culture from around the world.</p>	<p>Performance</p>	<p>Music literature that is picked by the teacher.</p>	<p>The internet</p>

