HINSDALE MUSIC CURRICULUM

GRADE LEVEL/COURSE: Middle Music

STANDARD: 1. Sing, alone and with others, a varied repertoire of music.

Knowledge & Skills	Suggested Activities	Suggested Resources &	Assessment
J		Materials	
a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles;	Grade 6-8: General Music: - Singing activities including large/small groups, recording and/or harmonic instrument accompaniment, A Cappella, karaoke - Discussion/lesson materials demonstrating/practicing proper breath control, tone production and projection - Discussion/lesson materials demonstrating/practicing singing range including falsetto - Student led songs of interest - Student performance projects - Student song writing - Music from a variety of vocal literature, styles, genres, and culture Suggested Class or extracurricular: - Chorus - A Cappella Chorus - Jazz Chorus - Musical production	 Vocal literature ranging from classical, contemporary, jazz/blues, pop, musicals, world, and folk music Chorales and A Cappella literature Theory/Sight singing literature Theta Musical Trainer online Recordings of practice materials Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) Finale software Tracktion/other recording software 	 Self-evaluation related to individualized goals Practice journal addressing individualized goals Public and/or classroom performance and reflection essay Self-critique analyzing audio recording(s) regarding individualized performance goals Teacher evaluated performance regarding performance goals. Formal and informal observation with instructor evaluation Implementation of school wide rubrics

b. sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1 to 6, including some songs from memory;	Grade 6-8: General Music: - Singing activities including large/small groups, recording and/or harmonic instrument accompaniment, A Cappella, karaoke - Discussion/lesson materials demonstrating/practicing proper breath control, tone production and projection - Discussion/lesson materials demonstrating/practicing singing range including falsetto - Student led songs of interest - Student performance projects - Student song writing - Music from a variety of vocal literature, styles, genres, and culture Suggested Class or extracurricular: - Chorus - A Cappella Chorus - Jazz Chorus - Musical production	 Vocal literature ranging from classical, contemporary, jazz/blues, pop, musicals, world, and folk music Chorales and A Cappella literature Theory/Sight singing literature Theta Musical Trainer online Recordings of practice materials Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) Finale software Tracktion/other recording software 	 Self-evaluation related to individualized goals Practice journal addressing individualized goals Public and/or classroom performance and reflection essay Self-critique analyzing audio recording(s) regarding individualized performance goals Teacher evaluated performance regarding performance goals. Formal and informal observation with instructor evaluation Implementation of school wide rubrics
c. sing music representing	Grade 6-8:	- Vocal literature ranging from	- Self-evaluation related to
diverse genres and cultures,	General Music:	classical, contemporary,	individualized goals
with expression appropriate	- Singing activities including	jazz/blues, pop, musicals,	- Practice journal
for the work being	large/small groups, recording	world, and folk music	addressing individualized
performed;	and/or harmonic instrument	- Chorales and A Cappella	goals
	accompaniment, A Cappella,	literature	- Public and/or classroom
	karaoke	- Theory/Sight singing literature	performance and

	- Discussion/lesson materials demonstrating/practicing proper breath control, tone production and projection - Discussion/lesson materials demonstrating/practicing singing range including falsetto - Student led songs of interest - Student performance projects - Student song writing - Music from a variety of vocal literature, styles, genres, and culture Suggested Class or extracurricular: - Chorus - A Cappella Chorus - Jazz Chorus - Musical production	 Theta Musical Trainer online Recordings of practice materials Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) Finale software Tracktion/other recording software 	reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals Formal and informal observation with instructor evaluation - Implementation of school wide rubrics
d. sing music written in two and three parts.	Grade 6-8: Suggested Class or		
unce parts.	extracurricular:		
	- Chorus		
	- A Cappella Chorus		
	- Jazz Chorus		
	- Musical production		

STANDARD: 2. Perform on instruments, alone and with others, a varied repertoire of music

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. perform on at least one	Grade 6-8:	- Classroom instruments such	- Practice journal

instrument accurately and independently, alone and in	General Music: - Focus on classroom	as drums/percussion, guitar/ukulele/bass, and	addressing individualized goals
small and large ensembles,	instruments such as	keyboards	- Public and/or classroom
with good posture, playing	drums/percussion,	- Beginner guitar tab/theory	performance and
position, and good breath,	guitar/ukulele/bass, and	books	reflection essay
bow, or stick control;	keyboards	- Ensemble/solo literature	- Self-critique analyzing
	- Instrument creation	ranging from the classical	audio recording(s)
		tradition, contemporary,	regarding individualized
	Suggested class or	jazz/blues, pop, musicals,	performance goals
	extracurricular:	world, and folk music	- Teacher evaluated
	- Concert Band	- Computer/handheld device	performance regarding
	- Jazz Band	recording software (iOS	performance goals.
	- Independent study	devices such as	- Formal and informal
		iPhone/iPod/iPad with	observation with
		Garageband)	instructor evaluation
		- Finale software	
		- Tracktion recording software	
		- Theta Musical Trainer online	
		- Theory/Sight singing	
		literature	
b. perform, with expression and	Grade 6-8:	- Classroom instruments such	- Practice journal
technical accuracy on at least	General Music:	as drums/percussion,	addressing individualized
one string, wind, percussion,	- Focus on classroom	guitar/ukulele/bass, and	goals
or classroom instrument, a	instruments such as	keyboards	- Public and/or classroom
repertoire of instrumental	drums/percussion,	- Beginner guitar tab/theory	performance and
literature with a difficulty	guitar/ukulele/bass, and	books	reflection essay
level of 2 on a scale of 1 to 6;	keyboards	- Ensemble/solo literature	- Self-critique analyzing
	- Instrument creation	ranging from the classical	audio recording(s)
		tradition, contemporary,	regarding individualized
	Suggested class or	jazz/blues, pop, musicals,	performance goals
	extracurricular:	world, and folk music	- Teacher evaluated
	- Concert Band	- Computer/handheld device	performance regarding
	- Jazz Band	recording software (iOS	performance goals.

diverse genres and cultures, with expression appropriate for the work being performed; Focus on classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards Instrument creation Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study d. play by ear simple melodies on General Music: - Focus on classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards - Beginner guitar tab/theory books - Beginner guitar tab/theory books - Beginner guitar tab/theory books - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Concert Band - Jazz Band - Independent study General Music: - Focus on classroom instruments such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theat Musical Trainer online - Theory/Sight singing literature d. play by ear simple melodies on Grade 6-8: General Music: - Focus on classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards - Beginner guitar tab/theory books - Beginner guitar tab/theory performance and reflection essay - Centique analyzing audio recording(s) regarding individualize performance goals - Teacher evaluated performance and reflection essay - Teacher evaluated performance goals - Formal and informal observation with instructor evaluation		- Independent study	devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature	- Formal and informal observation with instructor evaluation
d. play by ear simple melodies on Grade 6-8: - Classroom instruments such - Practice journal	with expression appropriate	 Focus on classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards Instrument creation Suggested class or extracurricular: Concert Band Jazz Band 	guitar/ukulele/bass, and keyboards - Beginner guitar tab/theory books - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing	 Public and/or classroom performance and reflection essay Self-critique analyzing audio recording(s) regarding individualized performance goals Teacher evaluated performance regarding performance goals. Formal and informal observation with
simple accompaniments on a - Focus on classroom guitar/ukulele/bass, and goals	a melodic instrument ?(and simple accompaniments on a	General Music: - Focus on classroom	- Classroom instruments such as drums/percussion, guitar/ukulele/bass, and	addressing individualized

	drums/percussion, guitar/ukulele/bass, and keyboards - Instrument creation Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study	 Beginner guitar tab/theory books Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) Finale software Tracktion recording software Theta Musical Trainer online Theory/Sight singing literature 	performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals Formal and informal observation with instructor evaluation
e. perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.	Grade 6-8: Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study		

STANDARD: 3. Improvise melodies, variations, and accompaniments

Knowledge & Skills	Suggested Activities	Suggested Resources &	Assessment
		Materials	
a. improvise simple harmonic	Grade 6-8:	- Classroom instruments such as	- Practice journal
accompaniments;	General Music:	drums/percussion,	addressing
		guitar/ukulele/bass, and	individualized goals
	- Focus on classroom	keyboards	- Public and/or classroom
	instruments such as	- Beginner guitar tab/theory books	performance and

	guitar/ukulele/bass, and keyboards - Focus on harmony/chord building Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study	 Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) Finale software Tracktion recording software Theta Musical Trainer online Theory/Sight singing literature 	reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals Formal and informal observation with instructor evaluation
b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys;	Grade 6-8: General Music: - Focus on classroom instruments such as guitar/ukulele/bass, and keyboards - Focus on pentatonic scales to create melodies and improvise - Discuss/lesson on the Blues - Discussion/lesson on major/minor and related keys Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study	 Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards Beginner guitar tab/theory books Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) Finale software Tracktion recording software Theta Musical Trainer online Theory/Sight singing literature 	 Practice journal addressing individualized goals Public and/or classroom performance and reflection essay Self-critique analyzing audio recording(s) regarding individualized performance goals Teacher evaluated performance regarding performance goals. Formal and informal observation with instructor evaluation
c. improvise short melodies,	Grade 6-8:	- Classroom instruments such as	- Practice journal

unaccompanied and with	General Music:	drums/percussion,	addressing
given rhythmic		guitar/ukulele/bass, and	individualized goals
accompaniments, each in a	- Focus on classroom	keyboards	- Public and/or classroom
consistent style, meter, and	instruments such as	- Beginner guitar tab/theory books	performance and
tonality.	guitar/ukulele/bass, and	- Ensemble/solo literature ranging	reflection essay
	keyboards	from the classical tradition,	- Self-critique analyzing
	- Focus on working as a	contemporary, jazz/blues, pop,	audio recording(s)
	rhythm section	musicals, world, and folk music	regarding individualized
	- Discuss/lesson on the Blues	- Computer/handheld device	performance goals
		recording software (iOS devices	- Teacher evaluated
	Suggested class or	such as iPhone/iPod/iPad with	performance regarding
	extracurricular:	Garageband)	performance goals.
	- Concert Band	- Finale software	- Formal and informal
	- Jazz Band	- Tracktion recording software	observation with
	- Independent study	- Theta Musical Trainer online	instructor evaluation
		- Theory/Sight singing literature	

STANDARD: 4. Compose and arrange music within specified guidelines

Knowledge & Skills	Suggested Activities	Suggested Resources &	Assessment
		Materials	
a. compose short pieces within	Grade 6-8:	- Classroom instruments such as	- Practice journal
specified guidelines,	General Music:	drums/percussion,	addressing
demonstrating how the	- Using technology to create	guitar/ukulele/bass, and	individualized goals
elements of music are used	music	keyboards	- Public and/or classroom
to achieve unity and variety,	-Discussion/lesson on using	- Beginner guitar tab/theory books	performance and
tension and release, and	standard and non-traditional	- Ensemble/solo literature ranging	reflection essay
balance;	styles of notation	from the classical tradition,	- Self-critique analyzing
	- Discussion/lesson exploring the	contemporary, jazz/blues, pop,	audio recording(s)
	different methods and	musicals, world, and folk music	regarding
	approaches to composition	- Computer/handheld device	individualized
	- Focus on classroom	recording software (iOS devices	performance goals
	instruments such as	such as iPhone/iPod/iPad with	- Teacher evaluated

	guitar/ukulele/bass, and keyboards Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study	Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature	performance regarding performance goals Formal and informal observation with instructor evaluation
c. use traditional and nontraditional sound sources and electronic media when composing and arranging.	Grade 6-8: General Music: - Using technology to create music -Discussion/lesson on using standard and non-traditional styles of notation - Discussion/lesson exploring the different methods and approaches to composition - Focus on classroom instruments such as guitar/ukulele/bass, and keyboards Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study	 Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards Beginner guitar tab/theory books Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) Finale software Tracktion recording software Theta Musical Trainer online Theory/Sight singing literature 	 Practice journal addressing individualized goals Public and/or classroom performance and reflection essay Self-critique analyzing audio recording(s) regarding individualized performance goals Teacher evaluated performance regarding performance goals. Formal and informal observation with instructor evaluation

Knowledge & Skills	Suggested Activities	Suggested Resources &	Assessment
a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures;	Grade 6-8: General Music: - Focus on classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards - Practice with available software such as Theta Musical Trainer Suggested class or extracurricular: - Concert Band	Materials - Classroom instruments such as drums/percussion, guitar/ukulele/bass, and keyboards - Beginner guitar tab/theory books - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software	- Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals Formal and informal
c. identify and define standard	- Jazz Band - Independent study Suggested class or	- Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature	observation with instructor evaluation
notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;	extracurricular: - Concert Band - Jazz Band - Independent study		
d. use standard notation to record their musical ideas and the musical ideas of others;	Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study		
e. sight-read accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6.	Suggested class or extracurricular: - Concert Band - Jazz Band		

- Independent study	

STANDARD: 6. Listen to, analyze, and describe music

Knowledge & Skills	Suggested Activities	Suggested Resources &	Assessment
		Materials	
a. describe specific music events	Grade 6-8:	- Classroom instruments such as	- Practice journal
in a given aural example,	General Music:	drums/percussion,	addressing individualized
using appropriate	- Focus on classroom	guitar/ukulele/bass, and	goals
terminology;	instruments such as	keyboards	- Public and/or classroom
	drums/percussion,	- Beginner guitar tab/theory	performance and
	guitar/ukulele/bass, and	books	reflection essay
	keyboards	- Ensemble/solo literature	- Self-critique analyzing
	- Practice with available	ranging from the classical	audio recording(s)
	software such as Theta	tradition, contemporary,	regarding individualized
	Musical Trainer	jazz/blues, pop, musicals,	performance goals
	- Discussion/lesson on music	world, and folk music	- Teacher evaluated
	terminology, descriptors and	- Computer/handheld device	performance regarding
	commonly used Italian terms	recording software (iOS	performance goals.
	Suggested class or	devices such as	- Formal and informal
	extracurricular:	iPhone/iPod/iPad with	observation with
	- Concert Band	Garageband)	instructor evaluation
	- Jazz Band	- Finale software	
	- Independent study	- Tracktion recording software	
		- Theta Musical Trainer online	
		- Theory/Sight singing literature	
b. demonstrate knowledge of the	Grade 6-8:	- Classroom instruments such as	- Practice journal
basic principles of meter,	General Music:	drums/percussion,	addressing individualized
rhythm, tonality, intervals,	- Focus on classroom	guitar/ukulele/bass, and	goals

chords, and harmonic	instruments such as	keyboards	- Public and/or classroom
progressions in their analyses	drums/percussion,	- Beginner guitar tab/theory	performance and
of music.	guitar/ukulele/bass, and	books	reflection essay
0111110101	keyboards	- Ensemble/solo literature	- Self-critique analyzing
	- Practice with available	ranging from the classical	audio recording(s)
	software such as Theta	tradition, contemporary,	regarding individualized
	Musical Trainer	jazz/blues, pop, musicals,	performance goals
		world, and folk music	- Teacher evaluated
	Suggested class or	- Computer/handheld device	performance regarding
	extracurricular:	recording software (iOS	performance goals.
	- Concert Band	devices such as	- Formal and informal
	- Jazz Band	iPhone/iPod/iPad with	observation with
	- Independent study	Garageband)	instructor evaluation
		- Finale software	
		- Tracktion recording software	
		- Theta Musical Trainer online	
		- Theory/Sight singing literature	
c. demonstrate knowledge of the	Grade 6-8:	- Classroom instruments such as	- Practice journal
basic principles of meter,	General Music:	drums/percussion,	addressing individualized
rhythm, tonality, intervals,	- Focus on classroom	guitar/ukulele/bass, and	goals
chords, and harmonic	instruments such as	keyboards	- Public and/or classroom
progressions in their analyses	drums/percussion,	- Beginner guitar tab/theory	performance and
of music.	guitar/ukulele/bass, and	books	reflection essay
	keyboards	- Ensemble/solo literature	- Self-critique analyzing
	- Practice with available	ranging from the classical	audio recording(s)
	software such as Theta	tradition, contemporary,	regarding individualized
	Musical Trainer	jazz/blues, pop, musicals,	performance goals
		world, and folk music	- Teacher evaluated
	Suggested class or	- Computer/handheld device	performance regarding
	extracurricular:	recording software (iOS	performance goals.
	- Concert Band	devices such as	- Formal and informal
	- Jazz Band	iPhone/iPod/iPad with	observation with
	- Independent study	Garageband)	instructor evaluation

- Finale software - Tracktion recording software
- Theta Musical Trainer online
- Theory/Sight singing literature

STANDARD: 7. Evaluate music and music performances

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing;	Grades 6-8: General Music: - Read and discuss published critical works of selected performance piece - Listen to a variety of recordings/performances of the same piece performed by different ensembles - Prepare examples for student listening that outline a specific area for critique including similar styles, different arrangements of the same piece, different performances and/or performers interpretations of a piece - Encourage individualized student focus regarding how a professional performance can inspire a student's performance/techniques/style/	 Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music Music documentaries films Concert films Musicals Internet streaming services such as YouTube and Spotify Music dictionary Theory texts Published examples of musical critique and analysis 	- Writing assignment including reflection/analysis essay with a focus on examples of musical comparison - Research papers/project - Listening test/quiz with a written analytical response - Implementation of school wide rubrics

	etc - Guided class discussions after		
	listening to prepared		
	examples		
	- Outline important		
	musical/performance		
	concepts to be drawn from an		
	exposure to a wide variety of		
	musical genres and styles		
	from around the world		
	Suggested class or		
	extracurricular:		
	- Concert Band		
	- Jazz Band		
	- Independent study		
	- Chorus		
	- A Cappella Chorus		
	- Jazz Chorus		
	- Musical production		***
b. evaluate the quality and	Grades 6-8:	- Ensemble/solo recordings and	- Writing assignment
effectiveness of their own and	General Music:	literature ranging from the	including
others' performances, compositions, arrangements,	- Read and discuss published	classical tradition, contemporary, jazz/blues, pop,	reflection/analysis essay with a focus on examples
and improvisations by	critical works of selected	musicals, world, and folk	of musical comparison
applying specific criteria	performance piece	music music	- Research papers/project
appropriate for the style of the	- Listen to a variety of	- Music documentaries films	- Listening test/quiz with a
music.	recordings/performances of	- Concert films	written analytical
	the same piece performed by	- Musicals	response
	different ensembles	- Internet streaming services	
	- Prepare examples for student	such as YouTube and Spotify	- Implementation of school
	listening that outline a	- Music dictionary	wide rubrics
	specific area for critique	- Theory texts	
	including similar styles,	- Published examples of	

4;ff	erent arrangements of the	musical critique and analysis	
	_	musical critique and analysis	
	e piece, different		
	formances and/or		
	formers interpretations of		
a pie			
	ourage individualized		
	ent focus regarding how a		
	Pessional performance can		
	ire a student's		
	formance/techniques/style/		
etc			
	ded class discussions after		
	ning to prepared		
	nples		
	line important		
	ical/performance		
	cepts to be drawn from an		
	osure to a wide variety of		
	ical genres and styles		
fron	n around the world		
G	ostad alass av		
	ested class or		
	acurricular: cert Band		
	z Band		
	ependent study		
- Cho	- · · ·		
	appella Chorus		
	Chorus		
- Mus	sical production		

STANDARD: 8. Understand relationships among music, the other arts, and disciplines outside the arts.

Knowledge & Skills	Suggested Activities	Suggested Resources &	Assessment
		Materials	
a. compare in two or more arts how the characteristics features of each art discipline can be used to transform similar events, scenes, emotions or ideas into works of art;	Grades 6-8: General Music: - Prepared examples of musical concepts that exist outside of music - Discussion of themes/techniques/patterns that are repeated throughout the arts and sciences - Discussion of analogous, metaphorical, and concrete connections in rhythm, melody, harmony and sound relating to other arts and sciences - Collaboration with disciplines outside of music to enhance understanding of themes/connections - Attend/observe and reflect on an example of cross collaboration in the arts and other disciplines including performance, installation, presentation, demonstrations, exhibits, experiments, films, productions Suggested class or extracurricular:	 Period documentaries drawing comparisons in the arts Examples of representative art forms Literature demonstrating connections in the arts and other disciplines Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music Music documentaries films Concert films Musical productions Internet streaming services such as YouTube and Spotify Music dictionary Theory texts Published examples of musical critique and analysis 	- Writing assignment including reflection/analysis essay with a focus on musical comparisons throughout the arts and disciplines outside the arts - Research papers/project - Formal assessment covering common themes in music, the arts, and disciplines outside the arts - Implementation of school wide rubrics

- Attend/observe and reflect on an example of cross collaboration in the arts and other disciplines including performance, installation,
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presentation, demonstrations, exhibits, experiments, films,	
productions	
Suggested class or	
extracurricular:	
- Concert Band	
- Jazz Band	
- Independent study	
- Chorus	
- A Cappella Chorus	
- Jazz Chorus	
- Musical production	

STANDARD: 9. Understand music in relation to history and culture

Knowledge & Skills	Suggested Activities	Suggested Resources &	Assessment
		Materials	
a. describe distinguishing characteristics of representative music genres and styles from different cultures;	Grades 6-8: General Music: - Guided listening of prepared examples that cover a wide variety of historical periods and unfamiliar cultures - Chart artistic periods throughout history - Discuss connections in style and genre including similar rhythms, scales, harmony, tempo, meter, feel, orchestration, instrumentation, performance medium, etc - Discuss connections of geographic and historical	 Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music Music documentaries films Concert films Musical productions Internet streaming services such as YouTube and Spotify Music dictionary Theory texts Published examples of musical critique and analysis Historical music publications 	 Writing assignment including reflection/analysis - Research papers/project Formal assessment identifying specific styles, genres, and artists Implementation of school wide rubrics

b. classify by genre, style, historical period, composer, or title bodies of exemplary musical works and explain the characteristics that cause each work to be considered exemplary;	relevance Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study - Chorus - A Cappella Chorus - Jazz Chorus - Musical production Grades 6-8: General Music: - Guided listening of prepared examples that cover a wide variety of historical periods and unfamiliar cultures - Chart artistic periods throughout history - Discuss connections in style and genre including similar rhythms, scales, harmony, tempo, meter, feel, orchestration, instrumentation, performance medium, etc - Discuss connections of geographic and historical relevance Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study	- Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musical productions - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis - Historical music publications	- Writing assignment including reflection/analysis - Research papers/project - Formal assessment identifying specific styles, genres, and artists - Implementation of school wide rubrics
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 Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music Music documentaries films Concert films Musical productions Internet streaming services such as YouTube and Spotify Music dictionary Theory texts Published examples of musical critique and analysis Historical music publications 	 Writing assignment including reflection/analysis - Research papers/project Formal assessment identifying specific styles, genres, and artists Implementation of school wide rubrics
	literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musical productions - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis

- Chorus	
- A Cappella Chorus	
- Jazz Chorus	
- Musical production	

STANDARD: 10. Identify the range of careers in the field of music

Knowledge & Skills	Suggested Activities	Suggested Resources &	Assessment
		Materials	
a. recognize that improvisation and accompaniment are creative skills that are needed in certain music careers;	Grades 6-8: General Music: - Explore/discuss the roles of a working musician - Visiting artist/master class - Individual projects/presentation on working artists - Explore/discuss the significance of management and representation	 Popular music magazines/websites such as Rolling Stone or other professional music journals Music documentaries Entertainment news Music publications 	 Formal and informal observation Written assignments Research projects/presentation Implementation of school wide rubrics
	Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study - Chorus - A Cappella Chorus - Jazz Chorus - Musical production		
b. identify professions where skills	Grades 6-8:	- Popular music	- Formal and informal
of arranging, composing and	General Music:	magazines/websites such as	observation
conducting music are used;	-Explore/discuss the possibilities of working as a	Rolling Stone or other professional music journals	- Written assignments - Research

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	composer/arranger	- Music documentaries	projects/presentation
	- Design a project for a specific	- Entertainment news	
	style and media function	- Music publications	- Implementation of school wide rubrics
	Suggested class or		
	extracurricular:		
	- Concert Band		
	- Jazz Band		
	- Independent study		
	- Chorus		
	- A Cappella Chorus		
	- Jazz Chorus		
	- Musical production		
c. identify local, national, or	Grades 6-8:	- Popular music	- Formal and informal
international individuals who	General Music:	magazines/websites such as	observation
are composers/arrangers of		Rolling Stone or other	- Written assignments
music;	- Explore/discuss the	professional music journals	- Research
	possibilities of careers in the	- Music documentaries	projects/presentation
	field of music evaluation	- Entertainment news	
	- Read and report on published	- Music publications	- Implementation of school
	critiques and/or analysis	1	wide rubrics
	- Explore various web based		
	resources in the field of music		
	and music evaluation		
	Suggested class or		
	extracurricular:		
	- Concert Band		
	- Jazz Band		
	- Independent study		
	- Chorus		
	- A Cappella Chorus		
	- Jazz Chorus		

	- Musical production		
d. identify occupations that require people to evaluate music and music performances;	Grades 6-8: General Music: - Explore/discuss the possibilities of a career as a music scholar - Read journals, reports, essays, publications and/or attend a lecture of a music scholar Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study - Chorus - A Cappella Chorus - Jazz Chorus - Musical production	- Popular music magazines/websites such as Rolling Stone or other professional music journals - Music documentaries - Entertainment news - Music publications	 Formal and informal observation Written assignments Research projects/presentation Implementation of school wide rubrics
e. recognize that music-related careers exist in musical production and direction.	Grades 6-8: General Music: - Explore/discuss careers in the music field utilizing resources such as individual professionals and reference materials including the internet, as well as local, state, national, and professional organizations - Visiting artist/master class - Individual projects/presentation on a	 Popular music magazines/websites such as Rolling Stone or other professional music journals Music documentaries Entertainment news Music publications 	 Formal and informal observation Written assignments Research projects/presentation Implementation of school wide rubrics

career in music - Attend music conferences/festivals/events and talk with people in production, promotion/advertising, event planning, pro-audio, stage management, etc	
Suggested class or extracurricular: - Concert Band - Jazz Band - Independent study - Chorus - A Cappella Chorus - Jazz Chorus - Musical production	