

6th Grade General Music Pacing Guide

This guide was created with the understanding that musical skills and concepts are to be addressed throughout the nine-week period. The specific proficiencies introduced each week are cumulative and should continue to be addressed in subsequent weeks.

Standards	1.0 Singing	2.0 Playing	3.0 Improvising	4.0 Composing	5.0 Reading and Notating	6.0 Listening and Analyzing	7.0 Evaluating	8.0 Interdisciplinary Connections	9.0 Historical and Cultural Relationships
Week One	Alone, a familiar song using correct rhythm and pitch SPI 1.1.1				Identify standard notation including rhythm, melody, and symbols of musical expression SPI 5.1.1			Explore the correlation between music and another academic discipline SPI 8.2.1	
Week Two		Alone using correct technique and rhythm SPI 2.1.1	Vocally, simple melodic phrases SPI 3.1.1	Experiment, in groups, with a variety of traditional and non-traditional sound sources SPI 4.1.1					
Week Three				Experiment, in groups, with speech, rhythm, melody, and form SPI 4.1.1		Identify music examples by genre or culture SPI 6.1.1			Examine the music of one or more world cultures following teacher-provided guidelines SPI 9.3.1
Week Four	In unison, a familiar song, using correct rhythm and pitch SPI 1.2.1			Create, in groups, a simple original ostinati SPI 4.1.1			Explore teacher-provided criteria for evaluating the quality and effectiveness of music compositions SPI 7.1.1		
Week Five		Using correct technique and rhythm within an ensemble SPI 2.2.1	Use various rhythmic patterns to create a non-notated rhythmic variation SPI 3.2.1		Notate rhythmic and/or melodic music examples using standard notation SPI 5.2.1				Examine the characteristics of a selected music genre, time period, or culture SPI 9.1.1
Week Six						Analyze aural examples in terms of tone color/timbre SPI 6.2.1		Explore characteristics of art disciplines within a particular historical period or style SPI 8.1.1	
Week Seven			Use classroom rhythm instruments to create a non-notated accompaniment to a familiar song SPI 3.3.1						Explore the sources and development of one American music genre and correlate well-known composers and/or performers associated with that genre SPI 9.2.1
Week Eight				Experiment, in groups, with speech, rhythm, melody, and form to create a simple arrangement of a specified portion (e.g., chorus or refrain) of a familiar song SPI 4.2.1			Explore a given criteria for evaluating the quality and effectiveness of music performances SPI 7.2.1		
Week Nine						Describe written examples of music using appropriate vocabulary SPI 6.3.1		Describe the use of technology in music SPI 8.3.1	

6th Grade General Music

Overarching Essential Questions

1.0 Singing: *Students will sing, alone and with others, a varied repertoire of music.*

- Can the student sing a simple melody, alone and with others, using proper pitch and rhythm?
- What skills are necessary for a successful vocal performance alone and in an ensemble?
- Can the student demonstrate the skills necessary for a successful vocal performance alone and in an ensemble?

2.0 Playing: *Students will perform on instruments, alone and with others, a varied repertoire of music.*

- Can the student perform on an instrument, alone and with others, using correct technique and rhythm?
- What skills are necessary for a successful instrumental performance alone and within an ensemble?
- Can the student demonstrate the skills/techniques necessary for a successful instrumental performance alone and in an ensemble?

3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*

- Can the student sing or play an improvised melody?
- Can the student improvise a non-notated rhythmic variation and ostinato of a familiar song within specified guidelines?
- What are the different ways that you can improvise?

4.0 Composing: *Students will compose and arrange music within specified guidelines.*

- Can the student experiment in groups and create an original rhythmic ostinato using a variety of traditional and non-traditional sound sources?
- Can the student experiment in groups and create a simple arrangement of a portion of a familiar song?

5.0 Reading and Notating: *Students will read and notate music.*

- Can the student notate rhythmic examples?
- Can the student identify and define standard notation examples of rhythm, melody, and symbols of musical expression?

6.0 Listening and Analyzing: *Students will listen to, analyze, and describe music.*

- Can the student identify musical examples of selected genres and cultures using appropriate music vocabulary?
- Can the student identify the appropriate tone color/timbre of a teacher selected music example?

7.0 Evaluating: *Students will evaluate music and music performances.*

- What are the criteria for evaluating quality music composition and performance?
- Can the student analyze the quality and effectiveness of music compositions and performances using teacher given criteria?

8.0 Interdisciplinary Connections: *Students will understand relationships between music, the other arts, and disciplines outside the arts.*

- What are the relationships between music and; (a) art disciplines, (b) academic disciplines, and (c) technology?

9.0 Historical and Cultural Relationships: *Students will understand music in relation to history and culture.*

- What is the relationship between music and world cultures?
- What are the characteristics of music genres and styles within their historical and cultural settings?
- What are the sources of American music genres and how did they develop?
- Who are some of the well-known composers and performers associated with various American music genres?

6th Grade General Music Vocabulary List

Week One: A cappella, Articulation, Diction, Dynamics, Elements of Music, Expression, Meter, Standard Notation, Symbols of Musical Expression, Time Signature, Vocal Production

Week Two: Body Percussion, Classroom Instruments, Embouchure, Found Sounds, Improvise, Technique, Tempo, Phrase

Week Three: Form, Genre, Style, Style Periods

Week Four: Compose, Ensemble, Ostinato, Performance Medium, Unison

Week Five: Intervals, Key Signature, Musical Periods, Scale, Staff, Variation

Week Six: Aurally, Timbre, Tone

Week Seven: Accompaniment, Texture

Week Eight: Arrange, Technical Accuracy

Week Nine: MIDI

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

1.0 Singing: *Students will sing, alone and with others, a varied repertoire of music.*

5.0 Reading and Notating: *Students will read and notate music.*

8.0 Interdisciplinary Connections: *Students will understand relationships between music, the other arts, and disciplines outside the arts.*

Course Level Expectations (CLE):

1.1 Demonstrate the ability to sing alone selected musical examples.

5.1 Demonstrate skills in interpreting notated musical examples that include rhythm, melody, and symbols of musical expression.

8.2 Explain the relationship between music and another academic discipline (i.e., science, language, math, history).

Essential Questions:

1.0 Singing: *Can the student sing a simple melody, alone and with others, using proper pitch and rhythm?*

Can the student demonstrate the skills necessary for a successful vocal performance, alone and in an ensemble?

5.0 Reading and Notating: *Can the student identify and define standard notation examples of rhythm, melody, and symbols of musical expression?*

8.0 Interdisciplinary Connections: *What are the relationships between music and; (a) art disciplines, (b) academic disciplines, and (c) technology?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

A cappella, Articulation, Diction, Dynamics, Elements of Music, Expression, Meter, Standard Notation, Symbols of Musical Expression, Time Signature, Vocal Production

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>1.1 Sing a simple melody using proper pitch and rhythm.</p> <p>5.1 Demonstrate use of</p> <ul style="list-style-type: none"> - Note and rest values (whole to sixteenth) - Lines and spaces of the treble clef staff - Dynamic markings from pianissimo to fortissimo - Duple and triple meter - Directional symbols (e.g., repeat signs, endings, codas) - Notation - Lines and spaces of the bass staff - Dynamic markings <p>8.2 Explain the relationship between music and another academic discipline (i.e., science, language, math, history).</p>	<p>1.1.1 Sing, alone, a familiar song using correct rhythm and pitch.</p> <p>5.1.1 Identify music notation including rhythm, melody, and symbols of musical expression.</p> <p>8.2.1 Explore the correlation between music and another academic discipline.</p>	<ul style="list-style-type: none"> - Pre-test Reading and Notating - Share the Music! - Alfred Essentials of Music Theory: Complete - Sing on Sight! - Essential Musicianship: Essential Elements for Choir - www.flocabulary.com - VH1 Save the Music (Music Education advocacy) - www.vh1savethemusic.com - Notation: www.musictechteacher.com - www.voicedoctor.net/media/video/index.html - www.classicsforkids.com/teachers/training/handsigns.asp - www.flashmusicgames.com - www.muscore.org - www.theteacherwebsite.com - www.menc.org - www.edhelper.com - www.havefunteaching.com/worksheets/graphic-organizers - www.badwolfpress.com - www.kidsciencechallenge.com/#/ic - http://artsedge.kennedy-center.org - www.craftymusicteachers.com 	<ul style="list-style-type: none"> - Science (<i>Pitch</i>) - Math (<i>Note/rest values</i>) - All core curriculum subjects: relationship to music - Social Studies (<i>Familiar song i.e. regional folk song</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf
 2.0 Playing Instruments: *Students will perform on instruments, alone and with others, a varied repertoire of music.*
 3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*
 4.0 Composing: *Students will compose and arrange music within specified guidelines.*

Course Level Expectations (CLE):
 2.1 Demonstrate the ability to perform appropriate instrumental musical examples alone.
 3.1 Improvise a melody.
 4.1 Compose simple pieces of music.

Essential Questions:
 2.0 Playing Instruments: *Can the student perform on an instrument, alone and with others, using correct technique and rhythm?*
Can the student demonstrate the skills/techniques necessary for a successful instrumental performance, alone and in an ensemble?
 3.0 Improvising: *Can the student sing or play an improvised melody?*
 4.0 Composing: *Can the student experiment in groups and create an original rhythmic ostinato using a variety of traditional and non-traditional sound sources?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf
 Body Percussion, Classroom Instruments, Embouchure, Found Sounds, Improvise, Technique, Tempo, Phrase

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>2.1 Play an instrument using correct technique, rhythm, and/or pitch.</p> <p>3.1 Sing and/or play improvised melodies following teacher-specified guidelines.</p> <p>4.1 Use traditional and/or non-traditional sound sources to create a four-measure rhythmic composition (individually or in groups).</p>	<p>2.1.1 Perform, alone, on an instrument using correct technique and rhythm.</p> <p>3.1.1 Improvise, vocally, simple melodic phrases.</p> <p>4.1.1 Experiment, in groups, with speech, rhythm, melody, and form to create simple original ostinati using a variety of traditional and non-traditional sound sources.</p>	<ul style="list-style-type: none"> - Pre-test technique, improvising, rhythm - Bastiens Piano for Adults - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Sing on Sight! - Plank Road Publishing www.musick8.com - Recorder Karate - Notation: www.musictechteacher.com - Introductory site to Improvisation www.lovemusiclovedance.com/improvise_music_01.htm - www.flashmusicgames.com - www.gmajormusictheory.org - www.berkleeshares.com - www.apassion4jazz.net - www.improvencyclopedia.org - www.outsideshore.com - www.soundtree.com/music-education/lesson-plans - www.jamstudio.com/studio/index.htm - Music To My Ears: Taking Turns (VHS) - Music To My Ears: Foreground and Background (VHS) - Music To My Ears: Making It Up (VHS) 	<ul style="list-style-type: none"> - Math (<i>Note values</i>) - Social Studies (<i>History of Improvisation; Jazz; Traditional and non-traditional sound sources in relation to culture</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

4.0 Composing: *Students will compose and arrange music within specified guidelines.*

6.0 Listening and Analyzing: *Students will listen to, analyze, and describe music.*

9.0 Historical and Cultural Relationships: *Students will understand music in relation to history and culture.*

Course Level Expectations (CLE):

4.1 Compose simple pieces of music.

6.1 Listen to a varied repertoire of music representing diverse genres and cultures.

9.3 Examine the role of music in world cultures.

Essential Questions:

4.0 Composing: *Can the student experiment in groups and create an original rhythmic composition using a variety of traditional and non-traditional sound sources?*

6.0 Listening and Analyzing: *Can the student compare and describe musical examples of genres and/or cultures using appropriate music vocabulary?*

9.0 Historical and Cultural Relationships: *What are the characteristics of music genres and styles within their historical and cultural settings?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Form, Genre, Style, Style Periods

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>4.1 Use traditional and/or non-traditional sound sources to create a four-measure rhythmic composition (individually or in groups).</p> <p>6.1 Compare the genres of teacher-selected works of music and selected cultures.</p> <p>9.3 Describe the relationship between music and culture in one or more world settings.</p>	<p>4.1.1 Experiment, in groups, with speech, rhythm, melody, and form to create simple original ostinati using a variety of traditional and non-traditional sound sources.</p> <p>6.1.1 Identify music examples by genre or culture.</p> <p>9.3.1 Examine the music of one or more world cultures following teacher-provided guidelines.</p>	<ul style="list-style-type: none"> - Pre-test technique, improvising, rhythm - Bastiens Piano for Adults - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Sing on Sight! - Plank Road Publishing www.musick8.com - Recorder Karate - Notation: www.musictechteacher.com - Introductory site to Improvisation www.lovemusiclovedance.com/improvise_music_01.htm - www.flashmusicgames.com - www.gmajormusictheory.org - www.berkleeshares.com - www.apassion4jazz.net - www.improvincyclopedia.org - www.outsideshore.com - www.soundtree.com/music-education/lesson-plans - www.jamstudio.com/studio/index.htm - Music To My Ears: Taking Turns (VHS) - Music To My Ears: Foreground and Background (VHS) - Music To My Ears: Making It Up (VHS) 	<ul style="list-style-type: none"> - Math (<i>Note values</i>) - Social Studies (<i>Genre, Time period; World cultures; Traditional and non-traditional sound sources in relation to culture</i>) - Math (<i>Experiment with rhythm; Patterns in form</i>) - Language Arts/Reading (<i>Experiment with speech</i>)

State Standards: http://www.state.tn.us/education/ci/arts/doc/ART_MUS_5.pdf

2.0 Playing Instruments: *Students will perform on instruments, alone and with others, a varied repertoire of music.*

3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*

5.0 Reading and Notating: *Students will read and notate music.*

6.0 Listening and Analyzing: *Students will listen to, analyze and describe music.*

Grade Level Expectations (GLE):

2.2 Exhibit skill in playing simple orchestrations on pitched and/or non-pitched instruments using correct technique.

3.4 Improvise a two- to four-measure melodic accompaniment within teacher-given parameters.

5.1 Identify and explain symbols represented in rhythm and melody.

6.2 Identify and classify, visually and aurally, orchestral instruments individually and by family.

Essential Questions:

2.0 Playing Instruments: *Can the student perform on pitched and non-pitched instruments, alone and with others, using correct technique and rhythm in duple or triple meter?
What skills are necessary for a successful instrumental performance, alone and with others?*

3.0 Improvising: *Can the student improvise an instrumental accompaniment?*

5.0 Reading and Notating: *Can the student notate a given melodic examples in the treble clef?*

6.0 Listening and Analyzing: *Can the student classify, visually or aurally, given instruments into their orchestral families?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Body Percussion, Classroom Instruments, Instrument Families, Orchestra, Orchestration, Staff, Standard Notation, Treble Clef

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>2.2 Play, alone and with others, a teacher-selected example, demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.</p> <p>3.4 Improvise, on instruments, a developmentally and/or grade-appropriate accompaniment or ostinato accompaniment.</p> <p>5.1 Demonstrate an understanding of treble clef pitches (including ledger lines) by notating a given example.</p> <p>6.2 Identify and classify, visually and aurally, orchestral instruments individually and by family.</p>	<p>2.2.1 Play, alone or in groups, simple melodies based on selected major scales including steps, skips, leaps and repeated notes (four-measure minimum).</p> <p>3.4.1 Improvise a simple eight-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.</p> <p>5.1.1 Compare and contrast meters (duple and triple); identify note names in the treble clef, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests, quarter rests).</p> <p>6.2.1 Identify, visually, teacher-selected orchestral instruments and group into families.</p>	<ul style="list-style-type: none"> - Pre-test Improvising - Share the Music! - Alfred Essentials of Music Theory: Complete www.lovemusiclovedance.com/improvise_music_01.htm - Teaching Classroom Music in the Keyboard Lab - Bastiens Piano for Adults - Recorder Karate - Plank Road Publishing www.music8.com - Music Express Magazine - Music Express Online: www.musicexpressmagazine.com - Instrument Families: www.nyphilkids.org - www.flashmusicgames.com - www.gmajormusictheory.org - www.berkleeshares.com - www.apassion4jazz.net - www.improvencyclopedia.org - www.outsideshore.com - www.classicsforkids.com/teachers/training/handsigns.asp - www.muscorescore.org - www.grooveshark.com - www.npr.org/music - Music To My Ears: Zoom In, Zoom Out (VHS) - Music To My Ears: Making It Up (VHS) 	<ul style="list-style-type: none"> - Language Arts/Reading (<i>Note Names; Instrument Families</i>) - Math (<i>Four-measure melody; Eight-beat accompaniment</i>) - Social Studies (<i>History of instruments and families</i>) - Visual Arts (<i>Instrument design</i>) - Science (<i>Science of Sound: Shape determining sound and range</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

6.0 Listening and Analyzing: *Students will listen to, analyze, and describe music.*

8.0 Interdisciplinary Connections: *Students will understand relationships between music, the other arts, and disciplines outside the arts.*

Course Level Expectations (CLE):

6.2 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.

8.1 Explore the relationship between music and other art disciplines.

Essential Questions:

6.0 Listening and Analyzing: *Can the students identify the appropriate tone color/timbre of a teacher-selected music example?*

8.0 Interdisciplinary Connections: *What are the relationships between music and; (a) art disciplines, (b) academic disciplines, and (c) technology?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Aurally, Timbre, Tone

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>6.2 Identify the tone color/timbre of a teacher-selected music example.</p> <p>8.1 Compare the characteristics of two or more art disciplines within a given historical period or style.</p>	<p>6.2.1 Analyze aural examples in terms of tone color/timbre.</p> <p>8.1.1 Explore characteristics of art disciplines within a particular historical period or style.</p>	<ul style="list-style-type: none"> - Pre-test standard notation - Bastiens Piano for Adults - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.music8.com - Recorder Karate - Notation: www.musictechteacher.com - Listening for various instruments: www.nyphilkids.org - www.grooveshark.com - www.npr.org/music - www.theteacherwebsite.com - www.menc.org - www.edhelper.com - www.havefunteaching.com/worksheets/graphic-organizers - www.badwolfpress.com - www.kidsciencechallenge.com/#/ic - http://artsedge.kennedy-center.org - www.craftymusicteachers.com - Music To My Ears: Zoom In, Zoom Out (VHS) 	<ul style="list-style-type: none"> - Social Studies (<i>Historical periods and styles</i>) - Science (<i>Shape and make of instrument determining tone, range and timbre</i>) - Art disciplines (<i>Art, dance, and drama; Field trip to a live performance</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_5.pdf

3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*

9.0 Historical and Cultural Relationships: *Students will understand music in relation to history and culture.*

Grade Level Expectations (GLE):

3.3 Improvise an accompaniment.

9.2 Examine the evolution of American music genres and cite well-known musicians associated with each.

Essential Questions:

3.0 Improvising: *Can the student improvise a non-notated rhythmic variation and ostinato of a familiar song within specified guidelines?*

What are the different ways that you can improvise?

9.0 Historical and Cultural Relationships: *What are the sources of American music genres and how did they develop?*

Who are some of the well-known composers and performers associated with various American music genres?

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Accompaniment, Texture

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>3.3 Improvise a rhythmic ostinato for a given melody using teacher-specified guidelines.</p> <p>9.2 Describe the sources and development of one or more American music genres. List well-known composers or performers associated with that genre.</p>	<p>3.3.1 Use classroom rhythm instruments to create a non-notated accompaniment to a familiar song.</p> <p>9.2.1 Explore the sources and development of one American music genre and correlate well-known composers and performers associated with that genre.</p>	<ul style="list-style-type: none"> - Pre-test well-known composers and performers associated with a specific American music genre - Bastiens Piano for Adults - Share the Music! - Teaching Classroom Music in the Keyboard Lab - Jim Tinter (Improvising) www.recorderman.com - Plank Road Publishing www.musick8.com - Recorder Karate - Notation: www.musictechteacher.com - Improvisation Site www.lovemusiclovedance.com/improvise_music_01.htm - www.apassion4jazz.net - www.improvencyclopedia.org - www.outsideshore.com - www.hobertshakespeareans.org - www.musicandhistory.com - www.hypermusic.ca/index.html - http://historymatters.gmu.edu/mse/songs/ - www.soundtree.com - http://artsedge.kennedy-center.org - www.mustcreate.org - Stories and Songs of the Tennessee Music Box (DVD) - Black History: The Arts (DVD) <i>Nashville Public Library</i> - Great Composers and their Music - Music To My Ears: Making It Up (VHS) - Discover Bluegrass: Exploring American Roots Music 	<ul style="list-style-type: none"> - Social Studies (<i>Sources and development of American music genres; Familiar songs</i>) - Math (<i>Rhythms and patterns</i>) - Language Arts/Reading (<i>Exploring American music</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

4.0 Composing: *Students will compose and arrange music within specified guidelines.*

7.0 Evaluating: *Students will evaluate music and music performances.*

Course Level Expectations (CLE):

4.2 Create simple arrangements.

7.2 Evaluate the quality and effectiveness of music performances.

Essential Questions:

4.0 Composing: *Can the student experiment in groups and create a simple arrangement of a portion of a familiar song?*

7.0 Evaluating: *What are the criteria for quality music composition and performance?*

Can the student analyze the quality and effectiveness of music compositions and performances using teacher given criteria?

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Arrange, Technical Accuracy

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>4.2 Create a simple arrangement of a specified portion (e.g., chorus/refrain) of a familiar song (individually or in groups).</p> <p>7.2 Listen to and analyze a music performance using teacher-given criteria.</p>	<p>4.2.1 Experiment, in groups, with speech, rhythm, melody, and form to create a simple arrangement of a specified portion (e.g., chorus or refrain) of a familiar song.</p> <p>7.2.1 Explore a given criteria for evaluating the quality and effectiveness of music performances.</p>	<ul style="list-style-type: none"> - Pre-test arrangement, criteria for evaluating music performances, form - Bastiens Piano for Adults - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.musick8.com - Recorder Karate - www.soundtree.com/music-education/lesson-plans - www.jamstudio.com/studio/index.htm - http://rubistar.4teachers.org - Music To My Ears: Taking Turns (VHS) - Music To My Ears: Foreground and Background (VHS) 	<ul style="list-style-type: none"> - Math (<i>Arranging and sequencing</i>) - Performing Arts (<i>Field trip to live performance</i>) - Social Studies (<i>Familiar song i.e., regional folk song</i>) - Language Arts/Reading (<i>Poetry; Rubric</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_6-8_Gen.pdf

6.0 Listening and Analyzing: *Students will listen to, analyze, and describe music.*

8.0 Interdisciplinary Connections: *Students will understand relationships between music, the other arts, and disciplines outside the arts.*

Course Level Expectations (CLE):

6.3 Describe listening examples using music vocabulary.

8.3 Describe how technology impacts music.

Essential Questions:

6.0 Listening and Analyzing: *Can the student identify musical examples of selected genres and cultures using appropriate music vocabulary?*

8.0 Interdisciplinary Connections: *What are the relationships between music and; (a) art disciplines, (b) academic disciplines, and (c) technology?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

MIDI

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>6.3 Describe music examples using appropriate music vocabulary.</p> <p>8.3 Describe how technology impacts music.</p>	<p>6.3.1 Describe written examples of music using appropriate vocabulary.</p> <p>8.3.1 Describe the use of technology in music.</p>	<ul style="list-style-type: none"> - Pre-test music vocabulary, use of music technology - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.music8.com - www.grooveshark.com - www.npr.org/music - www.theteacherwebsite.com - www.musictechteacher.com - www.menc.org - www.edhelper.com - www.havefunteaching.com/worksheets/graphic-organizers - www.badwolfpress.com - www.kidsciencechallenge.com/#/ic - http://artsedge.kennedy-center.org - www.craftymusicteachers.com - Music To My Ears: Zoom In, Zoom Out (VHS) 	<ul style="list-style-type: none"> - Language Arts/Reading (<i>Describing use of technology; Written examples of music; Vocabulary</i>) - Science (<i>Technology</i>) - Social Studies (<i>Impact of use of technology; Historical background of listening examples</i>)