

7th 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 and within an ensemble using correct rhythm and pitch SPI 1.1.2, SPI 1.2.2				Demonstrate knowledge of music notation including rhythm, melody, and symbols of musical expression SPI 5.1.2			Describe the correlation between music and another academic discipline SPI 8.2.2	
Week Two		Alone and within an ensemble using correct technique SPI 2.1.2, SPI 2.2.2	Instrumentally, simple melodic phrases SPI 3.1.2	Experiment, in groups, with a variety of traditional and non-traditional sound sources SPI 4.1.2					
Week Three				Experiment, in groups, with speech, rhythm, melody, and form SPI 4.2.2		Describe music examples of diverse genres and/or cultures SPI 6.1.2			Identify the music of one or more world cultures SPI 9.3.2
Week Four	Alone and within an ensemble using dynamics SPI 1.1.2, SPI 1.2.2			Create, in groups, a simple original composition SPI 4.1.2			Analyze criteria for evaluating the quality and effectiveness of music compositions SPI 7.1.2		
Week Five		Alone and within an ensemble using accurate rhythm and pitch SPI 2.1.2, SPI 2.2.2	A simple melodic variation to a familiar song SPI 3.2.2		Notate rhythmic and melodic music examples using standard notation SPI 5.2.2				Identify the characteristics of a selected music genre, time period, or culture SPI 9.1.2
Week Six						Analyze aural examples in terms of tone color/timbre, and form SPI 6.2.2		List similarities of art disciplines within a particular historical period or style SPI 8.1.2	
Week Seven			A simple rhythmic accompaniment within specified guidelines SPI 3.3.2						Describe the sources and development of American music genres and correlate well-known composers and/or performers associated with those genres SPI 9.2.2
Week Eight				Create, in groups, a simple arrangement of a familiar song SPI 4.2.2			Evaluate, using a given criteria, the quality and effectiveness of music performances SPI 7.2.2		
Week Nine						Describe aural examples of music using appropriate vocabulary SPI 6.3.2		Describe the impact of technology on music SPI 8.3.2	

7th 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, rhythm, and dynamics?
- 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, rhythm, and pitch?
- What skills are necessary for a successful instrumental performance, alone and in 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 improvise a melody on an instrument?
- Can the student improvise a variation and accompaniment 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 composition using a variety of traditional and non-traditional sound sources?
- Can the student experiment in groups and create a simple arrangement of a familiar song?

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

- Can the student notate rhythmic and melodic 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 compare and describe musical examples of genres and/or cultures using appropriate music vocabulary?
- Can the student identify the tone color/timbre and form 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 apply given criteria for evaluating the quality and effectiveness of music compositions and performances?

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?
- Can the student identify and describe the sources and evolution of American music genres and their associated well-known musicians and performers?

7th 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

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.

2.2 Demonstrate the ability to perform an appropriate instrumental part in an ensemble.

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, rhythm, and pitch?*

Can the student demonstrate the skills/techniques necessary for a successful instrumental performance alone and in an ensemble?

3.0 Improvising: *Can the student improvise a melody on an instrument?*

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?*

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 <i>(Formative/Summative)</i>	State Performance Indicators	Instructional Resources	Connections
<p>2.1 Play an instrument using correct technique, rhythm, and/or pitch.</p> <p>2.2 Play an instrument using correct technique, rhythm, and/or pitch in an ensemble.</p> <p>3.1 Improvise a four-measure melody using 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>2.1.2 Perform, alone, on an instrument using correct technique, rhythm, and/or pitch.</p> <p>2.2.2 Perform on an instrument using correct technique, rhythm, and/or pitch within an ensemble.</p> <p>3.1.2 Improvise, instrumentally, simple melodic phrases.</p> <p>4.1.2 Experiment, in groups, with speech, rhythm, melody, and form to create simple original compositions using a variety of traditional and non-traditional sound sources.</p>	<ul style="list-style-type: none"> - Pre-test technique, improvising, rhythm, melody, and 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 - 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.improencyclopedia.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; Experimentation with rhythm and composition</i>) - Social Studies (<i>History of improvisation; Jazz; Traditional and non-traditional sound sources in relation to culture</i>) - Language Arts/Reading (<i>Experimentation with speech and composition</i>) - Performing Arts (<i>Proper performer etiquette; Theatre improvisation</i>)

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.

1.2 Demonstrate the ability to sing in an ensemble 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, rhythm, dynamics, and phrasing?*

What skills are necessary for a successful vocal performance alone and in an ensemble?

5.0 Reading and Notating: *Can the student notate rhythmic and melodic examples?*

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 <i>(Formative/Summative Assessment)</i>	State Performance Indicators	Instructional Resources	Connections
<p>1.1 Sing a simple melody using proper pitch, rhythm, dynamics and phrasing.</p> <p>1.2 Sing, in an ensemble, a 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>1.1.2 Sing, alone, a familiar song using correct rhythm, pitch, and dynamics.</p> <p>1.2.2 Sing a selected vocal part, within an ensemble, using correct rhythm and pitch.</p> <p>5.1.2 Demonstrate knowledge of music notation including rhythm, melody, and symbols of musical expression.</p> <p>8.2.2 Describe 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.musescore.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>) - Language Arts/Reading (<i>Describe the correlation between music and another academic discipline</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 is the relationship between music and world cultures?*

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

Form, Genre, Style, Style Periods

Checks for Understanding <i>(Formative/Summative Assessment)</i>	State Performance Indicators	Instructional Resources	Connections
<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. Compare the music of different teacher-selected cultures.</p> <p>9.3 Describe the relationship between music and culture in one or more world settings.</p>	<p>4.1.2 Experiment, in groups, with speech, rhythm, melody, and form to create simple original compositions using a variety of traditional and non-traditional sound sources.</p> <p>6.1.2 Describe music examples of diverse genres and/or cultures.</p> <p>9.3.2 Identify the music of one or more world cultures.</p>	<ul style="list-style-type: none"> - Pre-test composing and historic and cultural relationships - Share the Music! - Essentials of Music Theory: Complete - Great Composers and their Music - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.musick8.com - Music Express Online: www.musicexpressmagazine.com - www.jamstudio.com/studio/index.htm - www.grooveshark.com - www.npr.org/music - www.hobertshakespeareans.org - www.musicandhistory.com - www.hypermusic.ca/index.html - http://historymatters.gmu.edu/mse/songs - www.mustcreate.org - Discover Bluegrass: Exploring American Roots Music - Stories and Songs of the Tennessee Music Box (DVD) - Black History: The Arts (DVD) - Music To My Ears: Taking Turns (VHS) - Music To My Ears: Foreground and Background (VHS) - Music To My Ears: Zoom In, Zoom Out (VHS) 	<ul style="list-style-type: none"> - Social Studies (Genre and world cultures; Traditional and non-traditional sound sources in relation to culture) - Math (Experiment with rhythm; Patterns in form) - Language Arts/Reading (Experiment with speech; Describing music examples)

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.
- 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):

- 1.1 Demonstrate the ability to sing alone selected musical examples.
- 1.2 Demonstrate the ability to sing in an ensemble selected musical examples.
- 4.1 Compose simple pieces of music.
- 7.1 Evaluate the quality and effectiveness of music compositions.

Essential Questions:

- 1.0 Singing: *Can the student sing a simple melody alone using proper pitch, rhythm, dynamics, and phrasing?*
What skills are necessary for a successful vocal performance alone and in an ensemble?
- 4.0 Composing: *Can the student experiment in groups and create a simple arrangement of a familiar song?*
- 7.0 Evaluating: *Can the student apply given criteria for evaluating the quality and effectiveness of music compositions and performances?*

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

Compose, Ensemble, Ostinato, Performance Medium, Unison

Checks for Understanding <i>(Formative/Summative Assessment)</i>	State Performance Indicators	Instructional Resources	Connections
<p>1.1 Sing a simple melody using proper pitch, rhythm and dynamics.</p> <p>1.2 Sing, in an ensemble, a melody using proper pitch, rhythm, and dynamics.</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>7.1 Analyze music compositions through score study.</p>	<p>1.1.2 Sing, alone, a familiar song using correct rhythm, pitch, and dynamics.</p> <p>1.2.2 Sing a selected vocal part, within an ensemble, using correct rhythm and pitch.</p> <p>4.1.2 Experiment, in groups, with speech, rhythm, melody, and form to create simple original compositions using a variety of traditional and non-traditional sound sources.</p> <p>7.1.2 Analyze criteria for evaluating the quality and effectiveness of music compositions.</p>	<ul style="list-style-type: none"> - Pre-test criteria for evaluating music compositions and dynamics - Share the Music! - Plank Road Publishing www.musick8.com www.musicexpressmagazine.com http://rubistar.4teachers.org - www.voicedoctor.net/media/video/index.html - 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) 	<ul style="list-style-type: none"> - Language Arts/Reading (<i>Evaluating Music Compositions; Experimentation and creation with speech; Composition</i>) - Math (<i>Experimentation and creation with rhythm</i>) - Social Studies (<i>Familiar song i.e., regional folk song; Traditional and non-traditional sound sources</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.

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

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

Course Level Expectations (CLE):

2.1 Demonstrate the ability to perform appropriate instrumental musical examples alone.

2.2 Demonstrate the ability to perform an appropriate instrumental part in an ensemble.

3.2 Improvise a variation.

5.2 Demonstrate skills in notating musical examples using standard notation that include rhythm, melody and symbols of musical expression.

9.1 Explore the characteristics of music genres and styles within their historical and cultural settings.

Essential Questions:

2.0 Playing Instruments: *Can the student perform on an instrument, alone and with others, using correct technique, rhythm, and pitch?*

Can the student demonstrate the skills/techniques necessary for a successful instrumental performance alone and in an ensemble?

3.0 Improvising: *Can the student improvise a variation and accompaniment of a familiar song within specified guidelines?*

5.0 Reading and Notating: *Can the student notate rhythmic and melodic examples?*

9.0 Historical and Cultural Relationship: *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

Intervals, Key Signature, Musical Periods, Scale, Staff, Variation

Checks for Understanding <i>(Formative/Summative Assessment)</i>	State Performance Indicators	Instructional Resources	Connections
<p>2.1 Play an instrument using correct technique, rhythm, and/or pitch.</p> <p>2.2 Play an instrument using correct technique, rhythm, and/or pitch within an ensemble.</p> <p>3.2 Create short improvised variations using teacher-led call and response songs.</p> <p>5.2 Notate rhythmic and melodic examples.</p> <p>9.1 List the characteristics of music from a selected time period, culture, or genre.</p>	<p>2.1.2 Perform, alone, on an instrument using correct technique, rhythm, and/or pitch.</p> <p>2.2.2 Perform on an instrument using correct technique, rhythm, and/or pitch within an ensemble.</p> <p>3.2.2 Improvise a simple melodic variation to a familiar song.</p> <p>5.2.2 Notate rhythmic and melodic music examples using standard notation.</p> <p>9.1.2 Identify the characteristics of a selected music genre, time period, or culture.</p>	<ul style="list-style-type: none"> - Pre-test standard notation, characteristics of a selected music genre, time period, or culture - Share the Music! - Alfred Essentials of Music Theory: Complete - Plank Road Publishing www.musick8.com - Notation: www.musictechteacher.com/www.lovetmusiclovedance.com/improvise_music_01.htm - www.gmajormusictheory.org - www.apassion4jazz.net - www.improveryclopedia.org - www.outsideshore.com - www.classicsforkids.com/teachers/training/handsigns.asp - www.hobertshakespeareans.org - www.musicandhistory.com - www.hypermusic.ca/index.html - http://historymatters.gmu.edu/mse/songs/ - www.mustcreate.org - Discover Bluegrass: Exploring American Roots Music (DVD) - Stories and Songs of the Tennessee Music Box (DVD) - Black History: The Arts (DVD) Nashville Public Library - Music To My Ears: Making It Up (VHS) 	<ul style="list-style-type: none"> - Math (<i>Note values, Rhythmic patterns</i>) - Social Studies (<i>History of Improvisation; Jazz; Characteristics of genre/time period/culture</i>) - Language Arts/Reading (<i>Characterizing musical genres, time periods, and cultures</i>) - Performing Arts (<i>Proper performer and audience etiquette</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 student identify the tone color/timbre and form 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 <i>(Formative/Summative Assessment)</i>	State Performance Indicators	Instructional Resources	Connections
<p>6.2 Identify the tone color/timbre and form 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>6.2.2 Analyze aural examples in terms of tone color/timbre and form.</p> <p>8.1.2 List similarities of art disciplines within a particular historical period or style.</p>	<ul style="list-style-type: none"> - Pre-test similarities of art disciplines within historical period or style, tone color/timbre and form - Bastiens Piano for Adults - Share the Music! - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.musick8.com - Listening for various instruments: www.nyphilkids.org - 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.badwolffpress.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 theatre performance</i>) - Language Arts/Reading (<i>Listing similarities of art disciplines</i>)

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

Course Level Expectations (CLE):

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 variation and accompaniment of a familiar song within specified guidelines?*

What are the different ways that you can improvise?

9.0 Historical and Cultural Relationships: *Can the student identify and describe the sources and evolution of American music genres and their associated well-known musicians and performers?*

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

Accompaniment, Texture

Checks for Understanding <i>(Formative/Summative Assessment)</i>	State Performance Indicators	Instructional Resources	Connections
<p>3.3 Improvise a rhythmic accompaniment 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>3.3.2 Improvise a simple rhythmic accompaniment within specified guidelines.</p> <p>9.2.2 Describe the sources and development of American music genres and correlate well-known composers or performers associated with those genres.</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 - Plank Road Publishing www.musick8.com - Notation: www.musictechteacher.com www.lovelmusiclovedance.com/improvise_music_01.htm - www.apassion4jazz.net - www.improencyclopedia.org - www.outsideshore.com - http://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 familiar song?*

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

Can the student apply given criteria for evaluating the quality and effectiveness of music compositions and performances?

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

Arrange, Technical Accuracy

Checks for Understanding <i>(Formative/Summative Assessment)</i>	State Performance Indicators	Instructional Resources	Connections
4.2 Create a simple arrangement of a familiar song, working in groups.	4.2.2 Experiment, in groups, with speech, rhythm, melody, and form to create a simple arrangement of a familiar song using a variety of traditional and non-traditional sound sources.	<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 - Rubistar (Rubric Designer) http://rubistar.4teachers.org 	<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/lyrics; Rubric</i>)
7.2 Compare and contrast two different performances of the same music selection using teacher given criteria.	7.2.2 Evaluate, using a given criteria, the quality and effectiveness of music performances.	<ul style="list-style-type: none"> - 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) 	

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.

8.3 Describe how technology impacts music.

Essential Questions:

6.0 Listening and Analyzing: *Can the student compare and describe musical examples of genres and/or 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 <i>(Formative/Summative Assessment)</i>	State Performance Indicators	Instructional Resources	Connections
6.2 Identify the tone color/timbre and form of a teacher-selected music example.	6.2.2 Describe aural examples of music using appropriate vocabulary.	<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.musick8.com - Notation www.musicteacher.com www.classicsforkids.com/teachers/training/handsigns.asp - www.flashmusicgames.com - www.musescore.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"> - Language Arts/Reading (<i>Describing use of technology; Written examples of music</i>) - Science (<i>Technology</i>) - Social Studies (<i>Impact of use of technology; Historical background of listening examples</i>) - Math (<i>Programming and Technology</i>)
8.3 Describe how technology impacts music.	8.3.2 Describe the impact of technology on music.		