

**Enduring Understanding:**

Evaluation of music through critical thinking and listening.

**MS General Music**

**Topic:**

**Listening and Evaluation**

**Key Concepts:**

- Notation
- Form
- Key Signature
- Time Signature (4/4, 3/4, 2/4)
- Rhythm value (whole through 8th)
- Melody

**Key Vocabulary:**

- Aural
- Meter
- Articulation
- Critique
- Evaluation
- Style
- Genre
- Rhythm

**Create**

S1C5 PO 2 - identifying the intervals within a diatonic scale  
S1C5 PO 3 identifying the letter names for the lines and spaces of the bass clef.  
S1C5 PO 4 - identifying major and minor chords  
S1C5 PO 5 Defining terms and symbols used in music notation as identified in previous grade levels.

**Relate**

S2C3 PO 1 - describing the various ways that music conveys thought, emotion and universal themes without the use of words.

**Evaluate**

S3C1 PO 1 comparing and contrasting simple music forms when presented in performed and/or recorded music  
S3C1 PO 4 - classifying musical examples by genre and/or historical periods.  
S3C3 PO3 - classifying musical elements in aural examples from diverse genres and cultures.  
S3C2 PO 1 - writing a critique of a performance, composition, improvisation, or arrangement based on established criteria.

**Sample Activities:**

- Aurally identify correct performances of given rhythmic notation in the following meters: 4/4, 3/4, 2/4, 6/8
- Aurally identify the following styles of attack and release given the written music notation: tenuto, legato, staccato
- Visually identify different types of articulation markings
- Aurally evaluate his/her individual tone quality as it applies to the needs of the music being performed.
- Aurally discriminate among various different musical sounds

Enduring Understanding:

## Music Appreciation

## MS General Music

Topic:

## History and Culture

### Key Concepts:

Historical Perspective

Cultural Significance

Careers in Music

### Key Vocabulary:

- Composer
- Conductor
- Ensemble
- Etiquette
- Style
- Performance

### Create

### Relate

*S2C1 PO1 - explaining the connection between music and other art forms and/or explaining how technology and music interface*  
*S2C1 PO4 - exploring and analyzing the relationship of music to language arts, visual arts, and literature.*  
*S2C2 PO1 - identifying the contributions of significant composers, performers and important pieces from major time periods and cultures, past and present and/or comparing and contrasting the characteristics that distinguish one style/period of music from another various time periods.*  
*S2C2 PO2 - identifying the instrumentation of ensembles from various cultures*  
*S2C2 PO3 = identifying and/or describing the origins and development of written music*  
*S2C2 PO4 - analyzing the qualifications of for different musical careers.*  
*S2C3 PO1 - describing the various ways that music conveys thought, emotion, and universal themes without the use of words.*  
*S2C3 PO2 - distinguishing music preferences (I like it because...? from music judgments (It is good because) from cultural judgments (It is important because...).*

### Evaluate

*S3C1 PO4 - classifying and/or identifying music examples by genres and/or historical periods.*  
*S3C1 PO3 - analyzing music elements in aural examples from diverse genres and cultures and/or identifying and analyzing the ways in which the elements of music are interrelated with elements of other arts.*

### Sample Activities:

Observe and describe live and/or recorded performances by professional musicians and/or composers

Perform music in a variety of styles and periods of composition

Demonstrate self/group confidence, discipline, and accepted performance decorum.

Analyze different musical careers and musical opportunities.

### Materials:

Performance CD or Mp3

DVD Performances

Video Recording Device

Enduring Understanding:

How is music created and written?

MS General Music

Topic:

Musicianship

**Key Concepts:**

- Notation
- Form
- Key Signature
- Time Signature (4/4, 3/4, 2/4)
- Rhythm value (whole through 8th)
- Melody

**Key Vocabulary:**

- melody
- ostinato
- mood
- ascending
- descending
- forte
- piano
- allegro
- andante
- pitch
- phrasing

**Create**

S1C1 PO1 - singing with technical and stylistic accuracy.  
S1C1 PO3 - singing written notation using letters, numbers, and/or syllables  
S1C2 PO1 - expressively on the instruments of the genre and culture explored.  
S1C2 PO4 - playing with technical accuracy (e.g., posture, tone quality, breath control, mallet technique).  
S1C3 PO1 - improvising a harmonic accompaniment using tonic, dominant, and subdominant chords in a consistent style and meter.  
S1C4 PO1 - creating/arranging short songs and/or instrumental pieces in the treble clef withing specified guidelines using technology.

**Relate**

S2C1 PO3 comparing two or more arts how the basic elements of each art can be used to express similar events, emotions, scenes, or ideas.

**Evaluate**

S3C1 PO1 comparing and contrasting simple music forms (e.g., AB, ABA, rondo, canon, round) when presented in performed and/or recorded music and/or recognizing chord changes heard.  
S3C2 PO1 - writing a critique of a performance, composing, improvisation, or arrangement based on established criteria.

**Sample Activities:**

- Relate time signatures to fractions
- Relate note values to fractions and manipulatives
- Students write simple rhythmic melody
- Students write simple melodic melody
- Relate phrases to sentences
- Improvise melody over ostinato accompaniment

**Enduring Understanding:**

What does it take to perform successfully?

**MS General Music**

**Topic:**

**Performance**

**Key Concepts:**

- Communication
- Rehearsal
- Practice
- Components of performance
- Reflection (self and others)

**Create**

*S1C1 PO1 - singing with technical and stylistic accuracy (e.g., vocal production, posture).  
S1C1 PO 2 - singing music written in 2-parts  
S1C1 PO 3 - singing written notation using letters, numbers, and/or syllables.  
S1C1 PO4 - responding expressively to conducting cues (e.g., legato, dynamics).  
S1C2 PO1 - playing expressively on the instruments of the genre and culture explored.  
S1C2 PO4 - playing with technical accuracy (e.g., posture, tone quality, breath control, mallet technique).*

**Sample Activities:**

- Develop warm-up procedure
- Watch performance and practice etiquette
- Students reflect on own performance and reaction (in class performance and/or concert performance)
- Students reflect on observed performance and etiquette of performers and audience
- Play or sing through a performance piece.

**Key Vocabulary:**

- expression
- section
- warm-up
- etiquette

**Relate**

*S1C1 PO2 - identifying and explaining the basic concepts behind the science of sound (e.g., sounds as vibration, acoustics, resonance, intervals).  
S2C3 PO2 - distinguish music preferences (I like it because...) from music judgments (It is good because...) from cultural judgments (It is important because...).*

**Evaluate**

*S3C2 PO1 - writing a critique of a performance, composition, improvisation or arrangement based on established criteria.  
S3C2 PO2 - listening attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.*

Enduring Understanding:

**Personal musical preferences**

**MS General Music**

Topic:

**Connecting to Music**

**Key Concepts:**

- Introducing Topic
- Understanding student perceptions
- Getting to know students and building trust

**Create**

**Key Vocabulary:**

- Journal
- Survey
- Respect
- Tolerance

***Relate***

S2C3P01

describing the various ways that music conveys thought, emotion, and universal themes without the use of words.

S2C3P02

identifying, explaining, and distinguishing music preferences (I like it because...) from music judgments (It is good because...).

**Evaluate**

**Sample Activities:**

- Survey - Interests and perceptions
- Design CD cover representing who you are and your musical interests.
- Family music survey/interview.
- Start "music journal" to write in each day. Students will write their feelings on the music the teacher selects to play as they enter the room.
- Surveys taken and evaluated.
- Make a graph showing likes/dislikes of class.