CREATING

I. IMAGINE – *Generate musical ideas for various purposes and contexts.*

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

OBJECTIVE	CCSS	LEVEL I COMPETENCIES	LEVEL II COMPETENCIES	LEVEL III COMPETENCIES
Explore musical ideas through simple improvisations.	Math 6 Reading RI1	**CIL1a.** Improvise **at least two measures** of vocal or instrumental music using current technology. *UDL – Audio recorder, Flip Cam, Garage Band, Soundation*	**CIL2a.** Improvise **at least four measures** of vocal or instrumental music using current technology. *UDL – Audio recorder, Flip Cam, Garage Band, Soundation*	**CIL3a.** Improvise **at least eight measures** of vocal or instrumental music using current technology. *UDL – Audio recorder, Flip Cam, Garage Band, Soundation*
	Math 6 Reading RI1	**CIL1b. Improvise** simple rhythmic accompaniments and melodic variations or embellishments for given pentatonic melodies. *UDL – Clap, use body percussion, or sing*	**CIL2b.** Improvise **rhythmic and harmonic** accompaniments and melodic variations or embellishments for given pentatonic melodies. *UDL – Clap, use body percussion, or sing*	**CIL3b.** Improvise rhythmic and harmonic accompaniments and melodic variations or embellishments for given pentatonic melodies, **major keys, and/or the blues scale.** *UDL – Clap, use body percussion, or sing*

II. PLAN AND MAKE – *Select and develop musical ideas for defined purposes and contexts.*

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

OBJECTIVE	CCSS	LEVEL I COMPETENCIES	LEVEL II COMPETENCIES	LEVEL III COMPETENCIES
Preserve musical ideas through simple compositions and arrangements.	Math 6 Writing 4	**CIIL1a. Use traditional and non-traditional notation** as a means of retaining musical ideas. *UDL – Graphic notation, staff notation, color-coded pitches, solfege*	**CIIL2a.** Arrange pieces for voices or instruments **using melodic variations or embellishments on the original work.** *UDL – Small group arranging project, optional notation, notation software*	**CIIL3a.** Arrange pieces for voices or instruments **other than those for which the pieces were written.** *UDL – Small group arranging project, optional notation, notation software*
	Math 6, 7 Writing 4 Reading RL4	**CIIL1b. Identify and define** basic standard music notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. *UDL – Notate symbols, circle items in a musical example, write names next to notes, matching, flash cards, music games – "Staff Run" or "Staff Frisbee" using a bean bag on a floor staff*	**CIIL2b.** Identify, define, **interpret and dictate** basic standard music notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. *UDL – Notate symbols, circle items in a musical example, write names next to notes, matching, flash cards, music games – "Staff Run" or "Staff Frisbee" using a bean bag on a floor staff*	**CIIL3b.** Identify, define, interpret, dictate **and compose/arrange original music using** basic standard music notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. *UDL – Notate symbols, circle items in a musical example, write names next to notes, matching, flash cards, music games – "Staff Run" or "Staff Frisbee" using a bean bag on a floor staff*
	Math 5, 7 Writing 4	**CIIL1c. As a class,** perform, create and notate body percussion pieces using systems such as the Orff four-line staff-- pat, clap, snap and stomp.	**CIIL2c. In small groups,** create and notate body percussion pieces using systems such as the Orff four-line staff-- pat, clap, snap and stomp.	**CIIL3c. Individually,** create and notate body percussion pieces using systems such as the Orff four-line staff-- pat, clap, snap and stomp.

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Preserve musical ideas through simple compositions and arrangements (continued)	Math 5 Writing 4 Reading RL4	**CIIL1d.** Use standard notation to record short dictated melodic phrases and rhythmic patterns of **not more than two measures in duple, triple, or quadruple meter using stepwise movement in not more than a five-note diatonic range and rhythms no more complex than whole, half, and quarter notes and rests, and two connected eighth notes.** *UDL – Can be done individually or with a partner, handwritten or by using computer notation software*	**CIIL2d.** Use standard notation to record short dictated melodic phrases and rhythmic patterns of **not more than four measures in duple, triple, or quadruple meter using not more than a one-octave diatonic range using skips between do-mi-sol and rhythms no more complex than the previous content in addition to four sixteenth notes grouped.** *UDL – Can be done individually or with a partner, handwritten or by using computer notation software*	**CIIL3d.** Use standard notation to record short dictated melodic phrases and rhythmic patterns of **not more than eight measures in duple, triple, or quadruple measures; not more than a one-octave diatonic range and rhythms no more complex than the previous content in addition to dotted half notes and dotted quarter notes paired with a single eight note.** *UDL – Can be done individually or with a partner, handwritten or by using computer notation software*
	Math 5, 7 Writing 4	**CIIL1e.** Create an original composition **using standard notation or modern technology.** *UDL – Notation, audio/video recording*	**CIIL2e.** Create an original composition **based on a literary work, a place, a personal experience, or other selected subject** using standard notation or modern technology**.** *UDL – Notation, audio/video recording*	**CIIL3e.** Create a composition **using free form, serial, chance, or other forms of composition** using standard notation or modern technology. *UDL – Notation, audio/video recording*

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III. EVALUATE & REFINE – *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*				
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.				
Essential Question: How do musicians improve the quality of their creative work?				
OBJECTIVE	**CCSS**	**LEVEL I COMPETENCIES**	**LEVEL II COMPETENCIES**	**LEVEL III COMPETENCIES**
Evaluate selected musical compositions using established criteria.	Math 3, 5 Writing 1b, 2d, 2f	**CIIIL1a. Using established criteria, evaluate** selected musical examples, such as audio/video recordings or notated student compositions. *UDL – Written response, group discussion, PowerPoint presentation, database, graphic organizer*	**CIIIL2a. As a class, develop criteria and evaluate** selected musical examples, such as audio/video recordings or notated student compositions. *UDL – Written response, group discussion, PowerPoint presentation, database, graphic organizer*	**CIIIL3a. Using developed criteria, individually** evaluate selected musical examples, such as audio/video recordings or notated student compositions. *UDL – Written response, group discussion, PowerPoint presentation, database, graphic organizer*
	Math 3 Writing 1 Reading RI1	**CIIIL1b.** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher. *(CC:MU:Cr3.1.6b)*	**CIIIL2b.** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers). *(CC:MU:Cr3.1.7b)*	**CIIIL3b.** Describe the rationale for refining works by explaining the choices, based on evaluation criteria. *(CC:MU:Cr3.1.8b)*

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IV. PRESENT – *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.
Essential Question: When is creative work ready to share?

OBJECTIVE	CCSS	LEVEL I COMPETENCIES	LEVEL II COMPETENCIES	LEVEL III COMPETENCIES
Create and perform interpretive and original works.	Math 5, 7 Writing 4	**CIVL1a.** Perform and create **simple** movement patterns to demonstrate aspects of music such as melodic contour, form, meter, and dynamics. *UDL – Show dynamic range with body motions, or signal at each recurrence of the original theme, tracing melodic contour with arm or scarves*	**CIVL2a.** Perform and create **intermediate** movement patterns to demonstrate aspects of music such as melodic contour, form, meter, and dynamics. *UDL – Show dynamic range with body motions, or signal at each recurrence of the original theme, tracing melodic contour with arm or scarves*	**CIVL3a.** Perform and create **complex** movement patterns to demonstrate aspects of music such as melodic contour, form, meter, and dynamics. *UDL – Show dynamic range with body motions, or signal at each recurrence of the original theme, tracing melodic contour with arm or scarves*
	Math 6 Writing 4	**CIVL1b.** Perform and create **simple** singing games and dances from a variety of world cultures.	**CIVL2b.** Perform and create **intermediate** singing games and dances from a variety of world cultures.	**CIVL3b.** Perform and create **complex** singing games and dances from a variety of world cultures.
	Math 6 Writing 4	**CIVL1c.** Present the final product of an original composition, song, or arrangement, using artistry and creativity to demonstrate a clear beginning, middle, and ending, and convey expressive intent. *(CC:MU:Cr3.2.6a)*	**CIVL2c.** Present the final product of an original composition, song, or arrangement, using artistry and creativity to demonstrate unity and variety, and convey expressive intent. *(CC:MU:Cr3.2.7a)*	**CIVL3c.** Present the final product of an original composition, song, or arrangement, using artistry and creativity to demonstrate knowledge of compositional techniques, such as creating unity and variety, tension and release, and balance to convey expressive intent. *(CC:MU:Cr3.2.8a)*

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PERFORMING

I. SELECT - *Select varied musical works to present based on interest, knowledge, technical skill, and context.*
Enduring Understanding: Performers' interest on and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of musical repertoire.
Essential Question: How do performers select repertoire?

OBJECTIVE	CCSS	LEVEL I COMPETENCIES	LEVEL II COMPETENCIES	LEVEL III COMPETENCIES
Program varied musical works using appropriate criteria.	**Math 3 Writing 2a, 2b Reading RL5**	**PIL1a. Apply established criteria for selecting music** to perform for a specific purpose and/or context, and explain why each was chosen. *(CC:MU:Pr4.1.6a)*	**PIL2a. As a class, develop and apply criteria** for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices. *(CC:MU:Pr4.1.7a)*	**PIL3a. Individually, apply collaboratively-developed criteria** for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices. *(CC:MU:Pr4.1.8a)*

II. ANALYZE - *Analyze the structure and context of varied musical works and their implications for performance.*

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music to provide insight to their intent and to inform performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

OBJECTIVE	CCSS	LEVEL I COMPETENCIES	LEVEL II COMPETENCIES	LEVEL III COMPETENCIES
Consider how the structure of a work determines its use in performance.	Math 2, 3 Writing 1a, 1b Reading RL5	**PIIL1a. Explain** how understanding the structure and the elements of music are used in music selected for performance. *(CC:MU:Pr.4.2.6a)*	**PIIL2a. Explain and demonstrate** the structure of contrasting pieces of music selected for performance and how elements of music are used. *(CC:MU:Pr.4.2.7a)*	**PIIL3a. Compare the structure** of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. *(CC:MU:Pr.4.2.8a)*
Read standard notation and apply it to the performance of music.	Math 5, 6 Reading RL4	**PIIL1b. Read and perform** music which includes whole, half, quarter notes and rests, and connected eighth and sixteenth notes in duple, triple and quadruple meters. *UDL – Perform in large group, then small group, then as a solo*	**PIIL2b.** Read and perform music which includes whole, half, quarter notes and rests, and connected eighth and sixteenth notes in duple, triple, quadruple, **mixed meters, compound meters and cut time.** *UDL – Perform in large group, then small group, then as a solo*	**PIIL3b.** Read and perform music which includes whole, half, quarter, connected eighth and sixteenth notes, **single eighth notes, dotted half and dotted quarter notes and rests,** in duple, triple, quadruple, mixed, and compound meters and cut time. *UDL – Perform in large group, then small group, then as a solo*
	Math 6, 7 Writing 4 Reading RL4	**PIIL1c.** Read and perform a variety of **unison songs** through singing or on classroom instruments. *UDL – Perform in large group, then small group, then independently in a group*	**PIIL2c.** Read and perform a variety of **polyphonic music, such as rounds and partner songs,** through singing or on classroom instruments. *UDL – Perform in large group, then small group, then independently in a group*	**PIIL3c.** Read and perform a variety of **homophonic music, including music in two or three parts and some with descants,** through singing or on classroom instruments. *UDL – Perform in large group, then small group, then independently in a group*

Read standard notation and apply it to the performance of music (continued).	**Math 5, 6 Reading RL4**	**PIIL1d. Play at sight** on classroom instruments simple 4-measure melodies written **in treble clef**. *UDL – Count and/or clap rhythms, audiate, sing aloud, group or individual performance*	**PIIL2d. Play at sigh**t on classroom instruments simple 4-measure melodies written in treble **and bass clef.** *UDL – Count and/or clap rhythms, audiate, sing aloud, group or individual performance*	**PIIL3d. Play at sight a variety of polyphonic and homophonic music** written in treble and/or bass clefs on classroom instruments. *UDL – Count and/or clap rhythms, audiate, sing aloud, group or individual performance*
Determine factors that influence musicians in specific historical eras and places.	**Math 7, 8 Writing 2**	**PIIL1e. Listen to and describe** elements of music representing various cultural traditions and stylistic periods. *UDL – Written response, group discussion, PowerPoint presentation, matching*	**PIIL2e.** Listen to, describe the elements of, **and perform at least two contrasting styles of music.** *UDL – Written response, group discussion, PowerPoint presentation, matching*	**PIIL3e.** Listen to and perform **various styles of music,** describing the historical context of each selection. *UDL – Written response, group discussion, PowerPoint presentation, matching*
	Math 2, 3 Writing 1a, 1b Reading RL1 Reading RI3	**PIIL1f. Cite examples** of the impact of electronic technology on music. *UDL – Written response, group discussion, PowerPoint presentation, matching, GarageBand*	**PIIL2f. Describe** the impact of electronic technology on music. *UDL – Written response, group discussion, PowerPoint presentation, matching, GarageBand*	**PIIL3f. Describe the evolution** of electronic and other technologies and their impact on music. *UDL – Written response, group discussion, PowerPoint presentation, matching, GarageBand*

III. INTERPRET – *Develop personal interpretations that consider creators' intent.*
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.
Essential Question: How do performers interpret musical works?

OBJECTIVE	CCSS	LEVEL I COMPETENCIES	LEVEL II COMPETENCIES	LEVEL III COMPETENCIES
Consider how various interpretations of a work demonstrate the intent of the performer.	Math 3, 6 Reading RL10	**PIIIL1a. Perform a selected piece** of music demonstrating how personal interpretations of the elements of music convey intent. *(CC:MU:Pr4.3.6a)*	**PIIIL2a. Perform contrasting pieces** of music demonstrating how their personal interpretations of the elements of music convey intent. *(CC:MU:Pr4.3.6a)*	**PIIIL3a.** Perform contrasting pieces of music, **demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music.** *(CC:MU:Pr4.3.6a)*
	Math 5, 6 Writing 2 Reading RL4	**PIIIL1b. Describe** the characteristics of folk music from a variety of world cultures. *UDL – Written response: journal entry, personal dictionary*	**PIIIL2b. Perform, listen to,** and describe folk music of **specific** world cultures **and the influence of folk music on other genres.** *UDL – Describe: written response, group discussion, PowerPoint presentation, graphic organizer*	**PIIIL3b. Apply knowledge** of the compositional elements of folk music to student-created arrangements and compositions. *UDL – Written response as group or as individuals, group discussion, PowerPoint presentation, graphic organizer*

IV. REHEARSE, EVALUATE & REFINE – *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their performance?

OBJECTIVE	CCSS	LEVEL I COMPETENCIES	LEVEL II COMPETENCIES	LEVEL III COMPETENCIES
Evaluate selected musical compositions using established criteria.	**Math 5, 6 Writing 2a, 2b, 2f Reading RL1**	**PIVL1a. Identify** the composer's intended dynamic levels, tempi, phrasing, and other related characteristics when performing or listening to music. *UDL – Written response, PowerPoint presentation, database, graphic organizer, journal entry*	**PIVL2a. Listen to musical performances and evaluate** them according to the use of dynamic levels, tempi, phrasing, and other related characteristics. *UDL – Written response, group discussion, PowerPoint presentation, database, graphic organizer, journal entry*	**PIVL3a. Individually or collaboratively formulate and apply** criteria to critique personal performances, improvisations, and compositions, and the performances of others. *UDL – Written response, group discussion, PowerPoint presentation, database, graphic organizer, journal entry*

V. PRESENT – *Perform expressively, with appropriate interpretation and technically accuracy, and in a manner appropriate to the audience and context.*

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a judged performance ready to present? How do context and the manner in which musical work is presented influence audience response?

OBJECTIVE	CCSS	LEVEL I COMPETENCIES	LEVEL II COMPETENCIES	LEVEL III COMPETENCIES
Experience performance through singing and playing instruments in general, vocal, and instrumental settings, and listening to performances of others.	**Math 2, 3 Writing 2**	**PVL1a. Describe, demonstrate and explain** performer and audience behaviors appropriate for the classroom and formal concert settings. *UDL – Describe/explain: written response, group discussion, PowerPoint presentation*	**PVL2a.** Describe, demonstrate and explain performer and audience behaviors appropriate for the classroom, formal, **and informal** concert settings. *UDL – Describe/explain: written response, group discussion, PowerPoint presentation*	**PVL3a.** Describe, demonstrate, and explain appropriate performer and audience behaviors **in various cultures, for the context and style of the music performed.** *UDL –Describe/explain: written response, group discussion, PowerPoint presentation*
	Math 6 Reading RL4	**PVL1b.** Demonstrate accuracy and independence in playing **short selections** of music in ensembles on a variety of classroom instruments. *UDL – Perform in a large group, in a small group, or as a solo*	**PVL2b.** Demonstrate accuracy and independence in playing **medium-length selections** of music in ensembles on a variety of classroom instruments. *UDL – Perform in a large group, in a small group, or as a solo*	**PVL3b.** Demonstrate accuracy and independence in playing **longer selections of music in solos** and ensembles on a variety of classroom instruments. *UDL – Perform in a large group, in a small group, or as a solo*
	Math 6 Reading RL4	**PVL1c. Perform** vocal or instrumental music representing diverse genres and world cultures. *UDL – Perform in a large group, in a small group, or as a solo*	**PVL2c.** Perform vocal or instrumental music representing diverse genres and world cultures **with tone color and blend characteristic of the work being performed.** *UDL – Perform in a large group, in a small group, or as a solo*	**PVL3c.** Perform vocal or instrumental music representing diverse genres and world cultures, with tone color, blend, **and expression characteristic of the work being performed.** *UDL – Perform in a large group, in a small group, or as a solo*

RESPONDING

I. SELECT – *Choose music appropriate for a specific purpose or context.*				
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.				
Essential Question: How do individuals choose music to experience?				
OBJECTIVE	**CCSS**	**LEVEL I COMPETENCIES**	**LEVEL II COMPETENCIES**	**LEVEL III COMPETENCIES**
Select musical works for listening in various circumstances.	Math 3 Writing 4 Reading RI9	**RIL1a. Select or choose music** to listen to and **explain** the connections to specific interests or experiences for a specific purpose. *(CC:MU:Re7.1.6a)*	**RIL2a.** Select or choose **contrasting** music to listen to and **compare** the connections to specific interests or experiences for a specific purpose. *(CC:MU:Re7.1.7a)*	**RIL3a.** Select **programs of music** (such as a CD mix or live performances) and **demonstrate** the connections to an interest or experience for a specific purpose. *(CC:MU:Re7.1.8a)*

II. ANALYZE – *Analyze how the structure and context of varied musical works inform the response.*

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

OBJECTIVE	CCSS	LEVEL I COMPETENCIES	LEVEL II COMPETENCIES	LEVEL III COMPETENCIES
Evaluate application of the elements of music and characteristics of musical sound as they are used in a variety of genres and styles representative of world cultures.	**Math 7 Writing 2a, 2b Reading RL1**	**RIIL1a. Identify** traditional sources of musical sound, world instruments, and non-traditional sources (modified instruments, new instruments, and environmental sounds using the Western Traditional System (families of instruments). *UDL – Circle pictures, point to instruments, chart families, color-code, write a description*	**RIIL2a. Compare** traditional sources of musical sound, world instruments, and non-traditional sources (modified instruments, new instruments, and environmental sounds) using the Western Traditional System (families of instruments) and the **Hornbostel-Sachs Classification System.** *UDL – Circle pictures, point to instruments, chart families, color-code, write a description*	**RIIL3a. Categorize** traditional sources of musical sound, world instruments, and non-traditional sources (modified instruments, new instruments, and environmental sounds) using the Western Traditional System (families of instruments) and the Hornbostel-Sachs Classification System. *UDL – Circle pictures, point to instruments, chart families, color-code, write a description*
	Math 7, 8 Writing 1a, 1b, 2d Reading RL5	**RIIL1b. Listen to and describe** aural/visual musical examples representing diverse genres and world cultures using musical terms. *UDL – Group discussion, written response, journal entry*	**RIIL2b. Compare and analyze** aural/visual musical examples representing diverse genres and world cultures using musical terms. *UDL – Group discussion, written response, database, graphic organizer*	**RIIL3b. Analyze and categorize** aural/visual musical examples representing diverse genres and world cultures using musical terms. *UDL – Group discussion, written response, database, graphic organizer*
	Math 3, 7, 8 Writing 1 Reading RL4	**RIIL1c.** Identify selected **contrasting** musical ideas in aural or visual examples. *UDL – Students signal when hear key changes, written response, group discussion*	**RIIL2c.** Identify selected **similar** musical ideas in aural or visual examples. *UDL – Students signal when hear key changes, written response, group discussion*	**RIIL3c. Describe similar and contrasting** musical ideas in aural or visual examples. *UDL – Students signal when hear key changes, written response, group discussion*

		RIIL1d. Identify and define a vocabulary of elements common to music, poetry, dance, theatre, and the visual arts.	RIIL2d. Describe and compare elements common to music, poetry, dance, theatre, and the visual arts.	RIIL3d. Listen to and describe music inspired by literature, visual art, theatre, or other means of artistic expression. **Then describe and compare how music influences and is influenced by other artistic works.**
Describe how musical expression reflects social, political, and ethical issues.	**Math 2, 7, 8 Writing 2b, 2d Reading RL3**	*UDL – Written response, journal entries, personal dictionary, group discussion, PowerPoint presentation)*	*UDL – Written response, group discussion, PowerPoint presentation*	*UDL – Written response, group discussion, PowerPoint presentation, graphic organizer*
	Math 3 Writing 2c Reading RL9	RIIL1e. Identify and define a vocabulary of elements common to music and content areas other than the arts.	RIIL2e. Describe ways in which the knowledge, skills, and processes of music relate to content areas outside of the arts.	RIIL3e. Demonstrate and explain ways in which the knowledge, skills, and processes of music relate to content areas outside of the arts.
		UDL – Written response, group discussion, PowerPoint presentation	*UDL – Written response, group discussion, PowerPoint presentation*	*UDL – Written response, group discussion, PowerPoint presentation, performance*
Determine factors that influence musicians in specific historical eras and places.	**Math 2, 3, 8 Writing 1 Reading RL4**	RIIL1f. Compare functions of music and conditions under which music is performed in various world cultures. *UDL – Written response, group discussion, PowerPoint presentation, graphic organizer*	RIIL2f. Compare functions of music, **roles of musicians,** and conditions under which music is performed in various world cultures. *UDL – Written response, group discussion, PowerPoint presentation, graphic organizer*	RIIL3f. Compare **and explain** functions of music, roles of musicians, and conditions under which music is performed in various world cultures. *UDL – Written response, group discussion, PowerPoint presentation, graphic organizer*
	Math 2, 3 Writing 2	RIIL1g. Cite examples of the impact of electronic technology on music. *UDL – Written response, group discussion, PowerPoint presentation, matching, GarageBand*	RIIL2g. Describe the impact of electronic technology on music. *UDL – Written response, group discussion, PowerPoint presentation, matching, GarageBand*	RIIL3g. **Describe the evolution** of electronic and other technologies and their impact on music. *UDL – Written response, group discussion, PowerPoint presentation, matching, GarageBand*

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III. INTERPRET – *Support interpretations of musical works that reflect creators'/performers' expressive intent.*				
Enduring Understanding: Through the use of elements and structures of music, creators and performers provide clues to their expressive intent.				
Essential Question: How do we discern the musical creators' and performers' expressive intent?				
OBJECTIVE	**CCSS**	**LEVEL I COMPETENCIES**	**LEVEL II COMPETENCIES**	**LEVEL III COMPETENCIES**
Describe the connection between musical expression and cultural issues.	**Math 2, 3 Writing 2 Reading RL2**	**CIIIL1a. Identify** ways in which people interact with music in their individual lives. *UDL – Written response, group discussion, PowerPoint presentation*	**CIIIL2a.** Identify ways in which people interact with music in their individual lives **and uses of music in cultural expression.** *UDL – Written response, group discussion, PowerPoint presentation*	**CIIIL3a.** Identify **and describe** how music is used for individual and cultural expression. *UDL – Written response, group discussion, PowerPoint presentation*
	Math 8 Writing 2b Reading RL3	**CIIIL1b. Describe** how music is a unique means of individual expression. *UDL – Written response, group discussion, PowerPoint presentation*	**CIIIL2b. Explain how music can be combined with one or more other artistic forms** to express ideas. *UDL – Written response, group discussion, PowerPoint presentation*	**CIIIL3b. Describe attributes of music that distinguish it from other artistic forms** in expressing personal and cultural ideas. *UDL – Written response, group discussion, PowerPoint presentation*
Describe elements and structure of music using traditional and non-traditional approaches.	**Math 2, 3, 8 Writing 2c**	**CIIIL1c. Use several non-traditional approaches to describe** various musical examples. *UDL – Visual art, interpretive movement/dance, multimedia presentation*	**CIIIL2c. Create and apply** non-traditional approaches to describe various musical examples. *UDL – Visual art, interpretive movement/dance, multimedia presentation*	**CIIIL3c. Use multiple approaches such as symbol systems, representational sign language, movement, or answering questions** to describe various musical examples. *UDL – Visual art, interpretive movement/dance, multimedia presentation*
	Math 7, 8 Writing 1c, 2c, 2d	**CIIIL1d.** Listen to and describe music, with attention to form, genre, cultural influences, performance media, and other prominent elements of music. **Distinguish ABA and call-and-response forms.** *UDL – Written response, draw a picture, group discussion, listening maps*	**CIIIL2d.** Listen to and describe music, with attention to form, genre, cultural influences, performance media, and other prominent elements of music. Distinguish ABA and call-and-response forms, **theme and variations, rondo, and fugue.** *UDL – Written response, draw a picture, group discussion, listening maps*	**CIIIL3d. Identify** musical form using aural examples. *UDL – Written response, draw a picture, group discussion, listening maps*

Connect musical interpretation to its affect on a listener.	**Math 2, 7 Writing 1a, 1b Reading RL8**	**CIIIL1e. Identify** characteristics of a performer's interpretation after listening to an arrangement of a folk song. *UDL – Written response, group discussion, PowerPoint presentation, database, graphic organizer, journal entry*	**CIIIL2e. Listen to and compare** different performances of the same selection. *UDL – Written response, group discussion, PowerPoint presentation, database, graphic organizer, journal entry*	**CIIIL3e. Discuss** how different interpretations affect the listener's reaction. *UDL – Written response, group discussion, PowerPoint presentation, database, graphic organizer, journal entry*

IV. EVALUATE – *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*				
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.				
Essential Question: How do we judge the quality of musical work(s) and performance(s)?				
OBJECTIVE	**CCSS**	**LEVEL I COMPETENCIES**	**LEVEL II COMPETENCIES**	**LEVEL III COMPETENCIES**
Evaluate selected musical compositions using established criteria.	**Math 3, 5 Writing 1b, 2d, 2f**	**RIVL1a. Using established criteria, evaluate** selected musical examples, such as audio/video recordings or notated student compositions. *UDL – Written response, group discussion, PowerPoint presentation, database, graphic organizer*	**RIVL2a. As a class, develop criteria and evaluate** selected musical examples, such as audio/video recordings or notated student compositions. *UDL – Written response, group discussion, PowerPoint presentation, database, graphic organizer*	**RIVL3a. Using developed criteria, individually** evaluate selected musical examples, such as audio/video recordings or notated student compositions. *UDL – Written response, group discussion, PowerPoint presentation, database, graphic organizer*