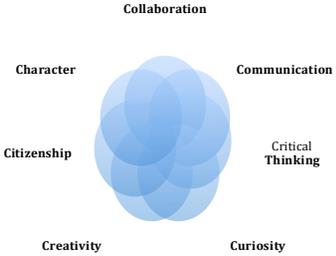


<b>Content Area</b>	<b>Course: Drums &amp; Ukulele</b>	<b>Grade Level: 7/8</b>
<p>Music</p> 	<p><b>R14 The Seven Cs of Learning</b></p> 	
<b>Unit Titles</b>	<b>Length of Unit</b>	
<ul style="list-style-type: none"> <li>• Instrumental Development</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Rhythm &amp; Melody</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Form</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Style and Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>• Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	



Strands	Course Level Expectations*
<b>Create</b>	<ul style="list-style-type: none"> <li>• The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</li> <li>• Musicians can generate creative ideas, make creative decisions, and know when to share.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians’ presentation of creative work is the culmination of a process of creation and communication</li> </ul>
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>• Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>• Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>• 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.</li> <li>• 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.</li> <li>• Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music</li> </ul>
<b>Respond</b>	<ul style="list-style-type: none"> <li>• Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</li> </ul>
<b>Connecting</b>	<ul style="list-style-type: none"> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</li> </ul>

\*Expectations span Grades K-8 and are based on the National Coalition Core for Art Standards

<b>Unit Title</b>	<b>Instrumental Development</b>	<b>Length of Unit</b>	Ongoing
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How does understanding the structure and context of musical works inform performance?</li> <li>• When is a performance judged ready to present?</li> <li>• How do context and the manner in which musical work is presented influence audience response?</li> </ul>
<b>Standards*</b>	<b>Perform:</b> <i>Analyze: MU:Pr4.2.8a Present: MU:Pr6.1.8a</i>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Care&amp; Maintenance</li> <li>• Instrumental Technique</li> <li>• Producing a Sound</li> </ul>
<b>Key Vocabulary</b>	Djembe, conga, bongo, quarter note and rest, whole note and rest, eighth note and rest, half note and rest, sixteenth notes, dotted notes, hand position, rest position, ukulele, neck, fret, strings, tuning pegs, chord progressions, playing position, care and maintenance, solo, duet, trio, quartet, strumming

\*Standards based on National Coalition for Core Art Standards. For more information visit:

<http://www.nationalartsstandards.org/sites/default/files/Music%20at%20a%20Glance%20rev%2012-1-16.pdf>

<http://www.nationalartsstandards.org/sites/default/files/Music%20Harmonizing%20Instruments%20at%20a%20Glance%203-4-15.pdf>

<b>Unit Title</b>	<b>Instrumental Development</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• proper care and maintenance of their instrument</li> <li>• appropriate posture related to their instrument</li> <li>• appropriate procedures for tuning their instrument (sharp or flat) using a tuner or b listening to a tuning note</li> </ul>	<ul style="list-style-type: none"> <li>• analyze creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>• exhibit and demonstrate proper instrument care and hygiene, posture and hand/finger position</li> <li>• demonstrate and critique their own performance and adjust as necessary when playing alone and with others.</li> <li>• analyze posture of self, peers and professional performances</li> <li>• demonstrate personal technical skills developed and used by a performer</li> <li>• perform, alone and with others, demonstrating skill and knowledge of the instrument</li> <li>• select, develop and use standard notation to document melodic, rhythmic and harmonic ideas</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Regular Formative Assessments, Student Performance, Teacher Observation</li> </ul>
<b>Teacher Resources:</b>	Various resources

<b>Unit Title</b>	<b>Rhythm &amp; Melody</b>	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do performers select repertoire?</li> <li>• How does understanding the structure and context of musical works inform performance?</li> <li>• How do we discern the musical creators' and performers' expressive intent?</li> </ul>		
<b>Standards</b>	<p><b>Perform:</b> <i>Select:</i> MU:Pr4.1.8a <i>Analyze:</i> MU:Pr4.2.8a</p> <p><b>Respond:</b> <i>Interpret:</i> MU:Re8.1.8a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Rhythm Literacy</li> <li>• Melodic Contour</li> <li>• Chord Progressions</li> </ul>		
<b>Key Vocabulary</b>	<p>The following notes and rests: whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter</p> <p>The following rhythmic combinations: dotted quarter-eighth</p> <p>Common chord progressions (based on student's background knowledge and skill level)</p>		

<b>Unit Title</b>	<b>Rhythm &amp; Melody</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know ...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• chord progressions of various genres of music</li> <li>• drum technique found in various parts of the world</li> </ul>	<ul style="list-style-type: none"> <li>• select repertoire based on performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance.</li> <li>• provide clues to their expressive intent through their use of elements and structures of music</li> <li>• analyze and perform rhythms in compound and duple meter</li> <li>• identify and perform patterns presented in performance repertoire including syncopation, dotted quarter eighth</li> <li>• internalize a steady beat</li> <li>• generate melodic, rhythmic and harmonic ideas for melodies and 2-3 chord accompaniments for given melodies</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Regular Formative Assessments, Teacher Observation, Student performance</li> </ul>
<b>Teacher Resources:</b>	Various Instruments and Music Resources

Unit Title	Form	Length of Unit	Ongoing
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• How do performers interpret musical works?</li> <li>• How do individuals choose music to experience?</li> <li>• How does understanding the structure and context of the music influence a response?</li> <li>• How do we discern the musical creators' and performers' expressive intent?</li> </ul>		
<b>Standards</b>	<p><b>Perform:</b> <i>Interpret:</i> MU:Pr4.3.8a</p> <p><b>Respond:</b> <i>Select:</i> MU:Re7.1.8a <i>Analyze:</i> MU:Re7.2.8a <i>Interpret:</i> Mu:Re8.1.8a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Common Musical Forms</li> <li>• 12 Bar Blues</li> <li>• Popular Music</li> <li>• African Drumming</li> </ul>		
<b>Key Vocabulary</b>	12 bar blues, binary, ternary, theme and variation, rondo, popular music, call and response, echo		

<b>Unit Title</b>	<b>Form</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know ...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music</li> <li>• creators and performers provide clues to expressive intent through the use of elements and structures of music</li> <li>• common forms such as AB (Binary), ABA (ternary), Rondo, Theme and Variation</li> </ul>	<ul style="list-style-type: none"> <li>• make interpretive decisions based on their understanding of context and expressive intent</li> <li>• select musical works that is influenced by their interests, experiences, understandings, and purposes</li> <li>• provide clues to their expressive intent through the use of elements and structures of music</li> <li>• analyze the form of various repertoire and professional performances</li> <li>• identify prominent melodic, harmonic and structural characteristics and context in a varied repertoire of music</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Regular formative assessment, student performance, teacher observation</li> </ul>
<b>Teacher Resources:</b>	Various resources

Unit Title	Style & Expression	Length of Unit	Ongoing
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>● How do performers interpret musical works?</li> <li>● When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?</li> <li>● How do individuals choose music to experience?</li> <li>● How does understanding the structure and context of the music influence a response?</li> <li>● How do we discern the musical creators' and performers' expressive intent?</li> </ul>		
<b>Standards</b>	<p><b>Perform:</b> <i>Interpret:</i> MU:Pr4.3.8a <i>Present:</i> MU:Pr6.1.8a</p> <p><b>Respond:</b> <i>Select:</i> MU:Re7.1.8a <i>Analyze:</i> MU:Re7.2.8a <i>Interpret:</i> MU:Re8.1.8a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Dynamics,</li> <li>• Articulation,</li> <li>• Mood</li> </ul>		
<b>Key Vocabulary</b>	Pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo, fermata, sfz, fp, ritardando, accelerando		

<b>Unit Title</b>	<b>Style &amp; Expression</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music</li> <li>• articulation markings such as accent and staccato</li> <li>• dynamic markings including, but not limited to: pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo</li> </ul>	<ul style="list-style-type: none"> <li>• make interpretive decisions based on their understanding of context and expressive intent</li> <li>• judge performance based on criteria that vary across time, place and cultures</li> <li>• select musical works based on interests, experiences, understandings and purposes</li> <li>• provide clues to their expressive intent through the use of elements and structures of music</li> <li>• perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> <li>• perform with expression and technical accuracy in individual performance of a varied repertoire of music</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Formative assessments, teacher observation, student performance</li> </ul>
<b>Teacher Resources:</b>	Various resources

<b>Unit Title</b>	<b>Improvisation</b>	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas?</li> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> <li>• When is creative work ready to share?</li> </ul>		
<b>Standards</b>	<b>Create:</b> <i>Imagine: MU:Cr1.1.8a Plan and Make: MU:Cr2.1.8a Evaluate &amp; Refine: MU:Cr3.1.8a Present: MU:Cr3.2.8a</i>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Improvisation,</li> <li>• Rhythmic Concepts</li> <li>• Harmonic Concepts</li> </ul>		
<b>Key Vocabulary</b>	improvisation, chord progressions, melodic contour, key and time signatures, major and minor chords		

<b>Unit Title</b>	<b>Improvisation</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know ...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>the creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources</li> <li>musicians creative choices are influenced by their expertise, context, and expressive intent</li> <li>musicians presentation of creative work is the culmination of a process of creation and communication</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</li> <li>present creative work as the culmination of a process of creation and communication</li> <li>create and perform spontaneously or in-the-moment, based on guidelines provided by the instructor</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Formative assessments, student performance</li> </ul>
<b>Teacher Resources:</b>	Various teacher resources