

YEAR AT A GLANCE: Performance Ensembles - MIDDLE SCHOOL General Music - GRADE 7 (updated Dec 2022)

| | <u>UNIT 1</u> | <u>UNIT 2</u> | <u>UNIT 3</u> | <u>UNIT 4</u> |
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| Title | Popular Music | Guitar | Keyboards | Drumming |
| Unit Length | 5 | 5 | 5 | 5 |
| Performance Task | <ul style="list-style-type: none"> • Create cover song using Soundation and YouTube | <ul style="list-style-type: none"> • Learn chords and I, vi, IV, V7 progression. • Perform pop song of their choice for the class in small groups. | <ul style="list-style-type: none"> • Learn basic piano skills. • Use keyboards to compose original song using pop song format. • Inclusion of rap for the bridge of the song; review of poetry and rhyme scheme. | <ul style="list-style-type: none"> • Will Schmid “World Drumming” curriculum. • Application of WS curriculum to pop music. |
| Enduring Understanding | <ul style="list-style-type: none"> • 1.1 The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. • 2.1 Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • 3.2 Musicians’ presentation of creative work is the culmination of a process of creation and communication. • 4.1 Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the | <ul style="list-style-type: none"> • 1.1 The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. • 2.1 Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • 3.2 Musicians’ presentation of creative work is the culmination of a process of creation and communication. • 4.1 Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the | <ul style="list-style-type: none"> • 1.1 The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. • 2.1 Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • 3.2 Musicians’ presentation of creative work is the culmination of a process of creation and communication. • 4.1 Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the | <ul style="list-style-type: none"> • 1.1 The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. • 2.1 Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • 3.2 Musicians’ presentation of creative work is the culmination of a process of creation and communication. • 4.1 Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context |

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| | <p>selection of repertoire.</p> <ul style="list-style-type: none"> ● 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent. ● 5.1 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. ● 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response ● 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ● 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. ● 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● 9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and | <p>selection of repertoire.</p> <ul style="list-style-type: none"> ● 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent. ● 5.1 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. ● 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response ● 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ● 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. ● 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● 9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and | <p>selection of repertoire.</p> <ul style="list-style-type: none"> ● 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent. ● 5.1 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. ● 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response ● 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ● 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. ● 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● 9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and | <p>for a performance influence the selection of repertoire.</p> <ul style="list-style-type: none"> ● 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent. ● 5.1 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. ● 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response ● 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ● 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. ● 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● 9.1 The personal evaluation of musical work(s) and |
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| | <p>established criteria.</p> <ul style="list-style-type: none"> 10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions. 11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future. | <p>established criteria.</p> <ul style="list-style-type: none"> 10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions. 11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future. | <p>established criteria.</p> <ul style="list-style-type: none"> 10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions. 11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future. | <p>performance(s) is informed by analysis, interpretation, and established criteria.</p> <ul style="list-style-type: none"> 10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions. 11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future. |
| Essential Questions | <ul style="list-style-type: none"> Does music reflect culture or shape it? What criteria would you use to (assess, define, explore) a culture through its music? Does the exposure to the art, music and dance have an affect on our unique world-view or perception? How does one cultivate and realize their potential to express themselves through music? How does participation in a performing ensemble prepare you for life outside of school? Why/how is music literacy valuable? What is the advantage of | <ul style="list-style-type: none"> Does music reflect culture or shape it? What criteria would you use to (assess, define, explore) a culture through its music? Does the exposure to the art, music and dance have an affect on our unique world-view or perception? How does one cultivate and realize their potential to express themselves through music? How does participation in a performing ensemble prepare you for life outside of school? Why/how is music literacy valuable? What is the advantage of | <ul style="list-style-type: none"> Does music reflect culture or shape it? What criteria would you use to (assess, define, explore) a culture through its music? Does the exposure to the art, music and dance have an affect on our unique world-view or perception? How does one cultivate and realize their potential to express themselves through music? How does participation in a performing ensemble prepare you for life outside of school? Why/how is music literacy valuable? What is the advantage of | <ul style="list-style-type: none"> Does music reflect culture or shape it? What criteria would you use to (assess, define, explore) a culture through its music? Does the exposure to the art, music and dance have an affect on our unique world-view or perception? How does one cultivate and realize their potential to express themselves through music? How does participation in a performing ensemble prepare you for life outside of school? Why/how is music literacy valuable? What is the advantage of |

being musically literate?

- What is the advantage of being able to interpret musical notation?
- What is the value in knowing about the different interpretations associated with the performance of specific style/genres, historical periods or cultures?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How does sharing creative musical ideas demonstrate expressive intent?
- What personal purpose does sharing musical ideas serve?
- When is creative work ready to share?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- How are expressive intent and technical accuracy

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- How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience?
- When is a performance ready to be presented/performed?
- How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure and context of the music influence a response (enjoyment, satisfaction, understanding)?
- How do we discern the musical creators' and performers' expressive intent?
- How does music deepen ur understanding of ourselves, promote creative expressions and encourage productive collaboration?
- What inspires and informs the creative work of musicians?
- How does music help us understand the lives of people of different times, places and cultures?
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