

7-12

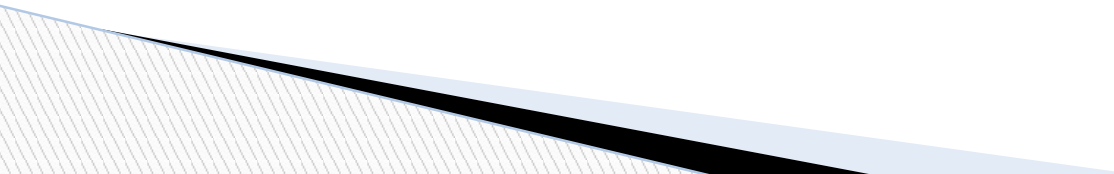
# Secondary Music and

# Music Theory & Appreciation Curriculum Proposal

(Alicia Kopec, Tristan Broeker, Melissa Hartley and  
Meagan Zahora)

# Purpose

Approval of 7-12<sup>th</sup> grades Secondary Music and Music Theory and Appreciation curriculum and resource for the 2017-2018 school year.



# Committee Members

## Secondary Band Committee

John Becker	Larsen MS
Jaime Giraldo	Bartlett HS
Zach Geller	Streamwood HS
Melissa Hartley	Abbott MS

## Secondary Orchestra Committee

Karen Brhel	South Elgin HS
Tristan Broeker	Eastview MS
Jenifer Gontarek	Bartlett HS
Linda Szybeko	Ellis MS
Tom Weyland	Elgin and Larkin HS

## Secondary Chorus Committee

David Hain	Streamwood HS
Kathy Olivarez	Eastview MS
Meagan Zahora	Elgin HS

## Music Theory Committee

Brendyn Dobbeck	Larkin HS
David Hain	Streamwood HS
Zach Geller	Streamwood HS
Meagan Zahora	Elgin HS

# Rationale

**New National Core Arts Standards**

**Outdated Curriculum**

**New Music Theory and Appreciation Curriculum**



# Frameworks

NCAS  
Anchor  
Standards  
#1- #11

Focus Standards				
Ongoing Grade Level Standards: (Anchor numbers)	Creating	Presenting	Responding	Connecting
	<p>VA:Cr1: Generate and conceptualize artistic ideas and work.</p> <p>VA:Cr2: Organize and develop artistic ideas and work.</p> <p>VA:Cr3: Refine and complete artistic work.</p>	<p>VA:Pr4: Select, analyze, and interpret artistic work for presentation.</p> <p>VA:Pr5: Develop and refine artistic techniques and work for presentation.</p> <p>VA:Pr6: Convey meaning through the presentation of artistic work.</p>	<p>VA:Pr7: Perceive and analyze artistic work.</p> <p>VA:Pr8: Interpret intent and meaning in artistic work.</p> <p>VA:Pr9: Apply criteria to evaluate artistic work.</p>	<p>VA:Cn10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>VA:Cn11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
Unit Focus Standards: (Anchor-Specific letters)	<p>The students will understand and apply the steps of the art making process.</p> <p>VA:CR1.1.Ka Engage in exploration and imaginative play with materials.</p> <p>VA:CR1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.</p> <p>VA:CR2.1.Ka Through experimentation,</p>	<p>The students will collaborate, discuss, revise, evaluate, and present work.</p> <p>VA:PR4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.</p> <p>VA:PR5.1.Ka Explain the purpose of a portfolio or collection.</p> <p>VA:PR6.1.Ka Explain what an art museum is and</p>	<p>The students will apply critique methods in responding to art.</p> <p>VA:RE.7.1.Ka Identify uses of art within one's personal environment.</p> <p>VA:RE.7.2.Ka Describe what an image represents.</p> <p>VA:RE.8.1Ka Interpret art by identifying subject matter and describing</p>	<p>The students will make cultural connections to art.</p> <p>VA:CN10.1.Ka Create art that tells a story about a life experience.</p> <p>VA:CN11.1.Ka Identify a purpose of an artwork.</p>

4 "Buckets"  
of Anchor  
Standards

Focus Standards  
are more detailed  
and elaborate on  
what skills will be  
addressed within  
the Anchor  
Standard.



# Frameworks

Questions that lead us through the process of learning.

What students will be able to do throughout their journey of learning within the unit/lesson.

Learning Goals	
<b>Essential Questions:</b>	What is art? Who creates art? What materials can we use to make art? Where can art be found? Why is art important? What is a portfolio?
<b>Enduring Understandings:</b> (I want the students to know...)	<ul style="list-style-type: none"><li>• People create art to share feelings and ideas.</li><li>• Art can be created individually or by a group.</li><li>• Art involves safe experimentation with materials and tools.</li><li>• Art can be found in many places.</li><li>• Developing a collection of artwork is based on personal choice and reflects growth.</li></ul>
<b>Learning Objectives:</b> (“I can” Statements and Skills)	<ul style="list-style-type: none"><li>• Use vocabulary to explain art making process</li><li>• Understand art is used to tell a story</li><li>• Use sensory exploration and multiple processes to make works of art</li><li>• Use a variety of tools safely and appropriately</li><li>• Recognize art represent different cultures and times</li><li>• Understand that artists can work individually or in groups</li><li>• Judge art through concepts and vocabulary</li><li>• Self-evaluate</li></ul>

What we want our students to know and understand...

## Academic Vocabulary

### Academic Vocabulary:

Color, Drawing, Shape (squares, circles, triangles, rectangles, hexagons), Primary Color, Painting, Form (cubes, cones, cylinders, and spheres), Portfolio, Collage, Value (light/dark), Line, Sculpture, Media/Medium, Texture

### Assessment

#### Assessment Examples: (Students can...)

#### Formative

Formative assessments are ongoing and at the discretion of the teacher. Suggestions for formative assessments involving content vocabulary include: questioning, teacher observation of student discussions, flash card and word wall activities.

#### Summative

Summative assessment will include teacher review of students' artwork produced each trimester. Other summative assessments are at the teacher's discretion. Suggestions for summative assessments include: critique (whole, group, small group, individual); presentation (individual, small group); essay; written exam; and portfolio review.

## Suggested Assessments

## Materials and Resources

### Suggested Materials

SRA Art Connections, School Arts magazine, Arts & Activities magazine

<http://educationcloset.com/> [www.theartofed.com/](http://www.theartofed.com/)  
[www.ilaea.org](http://www.ilaea.org) <http://www.arteducators.org/>

NAEA, Google.com, Art Posters Portfolio, Google Images

Handouts from Dr. Marilyn G. Stewart [HELPING STUDENTS THINK, TALK \(AND EVEN WRITE\) ABOUT ART](#), March 1, 2002



# Professional Development

Logistics	Elements of Professional Development
<ul style="list-style-type: none"><li>• 2 District Collaborative Days</li><li>• 2 Professional Practice Days (optional)</li><li>• 4 PLCs</li></ul>	<ul style="list-style-type: none"><li>• Curriculum and Assessment</li><li>• Pedagogy</li></ul>

# Resources

## Selected Resource: Music First

Product	Sales Price	Quantity	Discount	Total Price	Line Item Description
Auralia Full Cloud edition, per student, one year subscription (must be ordered with Musition)	USD 24.50	210.00	10.00%	USD 4,630.50	
MusicFirst online classroom with Soundation sequencing/simple record tool included free, annual subscription, per user	USD 15.00	210.00	10.00%	USD 2,835.00	5 Year Subscription
MusicFirst setup fee - customized URL creation - one off fee for creating the online classroom - year one only	USD 0.00	1.00		USD 0.00	Up to 5 sites will be created with no set up fee .
Musition Full Cloud license, per student, one year subscription (must be ordered with Auralia)	USD 24.50	210.00	10.00%	USD 4,630.50	
Noteflight Learn (per user price), annual subscription	USD 10.00	210.00	10.00%	USD 1,890.00	5 Year Subscription
Noteflight Learn - Base subscription package, annual subscription	USD 49.00	5.00		USD 245.00	5 Year Subscription
Training on MusicFirst classroom - free webinar based training and free technical support	USD 0.00	1.00		USD 0.00	We will also offer to provide a full day of On-Site training if this quote is purchased.

Subtotal	USD 15,785.00
Discount	9.84%
Total Price	USD 14,231.00
Grand Total	USD 14,231.00



# Recommendation for Implementation

2017-2018	2018-2019
<ul style="list-style-type: none"><li>• Curriculum and assessment rollout</li><li>• Ongoing professional development</li><li>• Monitor Implementation of instructional resources</li></ul>	<ul style="list-style-type: none"><li>• Monitor and assess effectiveness and use of curriculum and assessments</li><li>• Ongoing professional development</li></ul>

