***Grades 5/6 General Music Resources:*** drum sticks, drum pads, boomwhackers, ukulele, guitar, keyboards, CD player, guitar method books, ukulele method books, white boards

Grade 5 General Music

**Create** *– I can improvise and compose music*

**Cr1.1.5:** I can *improvise rhythmic, melodic and harmonic ideas* with a connection to a specific context

**Cr2.1.5:** I can *create musical ideas for a purpose and notate* (or record) them.

**Cr3.1.5:** I can *evaluate and revise* my own musical ideas and explain reasons for changes **Cr3.2.5:** I can *present and discuss* my musical ideas

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Improvise rhythmic and/or melodic ideas on voice or classroom instruments | M1(5-6)-2a | Formative through observation  |
| Improvise harmonic accompaniment (ukulele, guitar, piano) including 2 chord harmonic ideas | M1(5-6)-2a | Formative through observation  |
| Compose using improvised material | M1(5-6)-1a,b,cM1(5-6)-2b | Grade 5 Model Cornerstone assessment: Creating  |
| Compose with specific guidelines (compositions or arrangements within given tonalities, meter and/or context) | M1(5-6)-2b | Department created formative  |

**Perform** *– I can perform music alone or in a group.*

**Pr4.1.5:** I can *select appropriate music* for a performance based on interest, context and skill.

**Pr4.2.5** I can *read music selected for performance* and talk about what’s there (music concepts, harmony and structure)

**Pr4.3.5:** I can *explain* how music *expresses its intent* through expressive qualities (dynamics, tempo, timbre, articulation and style).

**Pr5.1.5:** I can *evaluate, rehearse and revise* my performance to show improvement over time

**Pr6.1.5***:* I can *perform with expression and accuracy* in front of an audience *with proper behavior*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Play, read and identify rhythm patterns including all basic note values and syncopations dotted Q-E; dotted E-S; EQE and E triplets in varying meters on classroom instruments | M1(5-6)-1a,bM3 (5-6)-1b | Formative through observation |
| Read and perform patterns of pitch (pentatonic and diatonic) on voice and/or classroom instruments (recorder (low C to high C), guitar, keyboard, ukulele) | M1(5-6)-1cM3(5-6)-1a,b | Formative through observation |
| Read and perform harmonic chord changes on classroom instruments (ukulele, guitar, keyboard) | M3(5-6)-1b | Formative through observation |
| *Performance of selected music for instrument or voice* | M3(5-6)-1a,b | Grade 5 Model Cornerstone Assessment: Perform  |

**Respond**

**Re7.1.5:** I can explain, citing examples, why I *select music for a specific purpose*

**Re7.2.5:** I can explain, citing examples, the *parts and context* of a piece of music.  “*What’s there*?”

**Re8.1.5:** I can explain how *expressive qualities*, like dynamics and tempo, *reflect the music’s expressive intent. “Why is it there?*”

**Re9.1.5:** Using what I’ve learned, I can site evidence to *evaluate music*.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Listen to and analyze music of different cultures, using appropriate music terminology  | M2(5-6)-1bM2(5-6)-2aM4(5-6)-1a,b,cM4(5-6)-2a,b | Formative through observationDepartment created formative |
| Identify, visually and aurally, instruments of the orchestra  | M2(5-6)-1a | Formative through observation  |
| Identify musical elements and form (theme and variations, 12 bar blues, verse/refrain, rondo…) | M4(5-6) – 1b | Formative through observation |
| Evaluate individual and class performances | M4(5-6)-2a,b | Formative through assessment |
| *Analyze, compare and contrast musical elements and context of different versions of the same composition*  | M4(5-6)-1a,b,cM4(5-6)-2a,b | Grade 5 Model Cornerstone assessment: Responding  |

**Connect**

**Cn10.1.5:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

**Cn11.1.5:** Demonstrate understanding of relationships between music and the other subjects and daily life.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Rhythmic dictation of learned rhythms  | M1(5-6)-1a,b | Formative through observation  |
| Ear training (major and minor triads) | M1(5-6)-1c | Formative through observation |

Grade 6 General Music

**Create**

**Cr1.1.6:**  I can *generate rhythmic, melodic and harmonic phrases* within a given form that shows expressive intent

**Cr2.1.6:** I can *create musical ideas for a purpose and notate* them.

**Cr3.1.6:** I can evaluate my own work and describe the reasons for making changes

**Cr3.2.6:** I can *present and discuss* my musical ideas

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Improvise rhythmic and/or melodic phrases on voice or classroom instrument | M1(5-6)-2a | Formative through observation  |
| Improvise harmonic accompaniment (ukulele, guitar, piano)including 2 chord harmonic ideas | M1(5-6)-2a | Formative through observation  |
| Compose a piece with specific guidelines – grade 6 must include beginning, middle and end and/or variations on a known tune, with use of form, including AB and ABA | M1(5-6)-2b | Department created formative |

**Perform**

**Pr4.1.6:** I can *apply criteria to select music* to perform for a specific purpose and context and explain my choices.

**Pr4.2.6:** I can read music selected for performance and identify, musical elements and music symbols

**Pr4.3.6:** I can perform my interpretation music to demonstrate expressive intent

**Pr5.1.6:** I can identify and apply criteria to rehearse, refine and determine when a piece of music is ready to perform.

**Pr6.1.6:** I can *perform with expression and accuracy* in front of an audience *with proper behavior*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Play, read and identify rhythm patterns including all basic note values and syncopations dotted Q-E; dotted E-S; EQE and E triplets in varying meters on classroom instruments | M1(5-6)-1a,bM3 (5-6)-1b | Formative through observation |
| Read and perform patterns of pitch (pentatonic and diatonic) on voice and/or classroom instruments (recorder (low C to high C), guitar, keyboard, ukulele) | M1(5-6)-1cM3(5-6)-1a,b | Formative through observation |
| Read and perform harmonic chord changes on classroom instruments (ukulele, guitar, keyboard) | M3(5-6)-1b | Formative through observation |
| Identify name and function of music symbols for rhythm, pitch, articulation and dynamics | M1(5-6)-1a,b,c | Formative through observationDepartment created formative |

**Respond**

**Re7.1.6*:*** I can choose music to listen to and explain connections to a specific purpose.

**Re7.2.6*:*** I can describe how elements of music and expressive qualities relate to the structure of a piece and identify its context.

**Re8.1.6:** I can describe my personal interpretation of how creators and performers use elements of music and expressive qualities to convey expressive intent.

**Re9.1.6:** I can apply criteria to evaluate musical works or performances.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Select, listen to an analyze music with connections to a specific purpose. | M2(5-6)-1bM2(5-6)-2aM4(5-6)-1a,b,cM4(5-6)-2a,b | Formative through observationDepartment created formative? |
| Evaluate music and performances using given criteria | M4(5-6)-2a,b | Department created formative  |

**Connect**

**Cn10.1.6:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

**Cn11.1.6:** Demonstrate understanding of relationships between music and the other subjects and daily life.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Rhythmic dictation of learned rhythms  | M1(5-6)-1a,b | Formative through observation  |
| Melodic ear training  | M1(5-6) – 1c | Formative through observation  |

***Grade 7/8 Music Resources:***

Guitar, piano, drum pads, drum sticks, TV, VCR/DVD, classroom percussion

**Create**

**Cr1.1.7:** I can *generate rhythmic, melodic and harmonic phrases* within a given form that shows expressive intent.

**Cr2.1.7:** I can *create musical ideas for a purpose and notate* them

**Cr3.1.7:** I can evaluate my own work and describe the reasons for making changes

**Cr3.2.7:** I can *present and discuss* my musical ideas

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Generate rhythmic, melodic or harmonic phrases on voice or classroom instruments over harmonic accompaniments  | M1(7-8)-2b | Formative through observation  |
| Generate harmonic sequences on classroom instruments (guitar, keyboard) | M1(7-8)-2a | Formative through observation  |
| Compose music by selecting, organizing and developing musical ideas or arrangements within AB, ABA or theme and variation forms  | M1(7-8)-1a,b,cM1(7-8)-2b,c | Department created formative |
| Document and critique musical work and describe rationale for changes  | M4(7-8)-2a | Department created formative  |

**Perform**

**Pr4.1.7:** I can *apply criteria to select programs of music* for a specific purpose and context and explain my choices

**Pr4.2.7:** I can read music selected for performance and identify, musical elements and music symbols

**Pr4.3.7:** I can perform my interpretation music to demonstrate expressive intent

**Pr5.1.7:** I can identify and apply criteria to rehearse, refine and determine when a piece of music is ready to perform

**Pr6.1.7:** I can *perform with expression and accuracy* in front of an audience *with proper behavior*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Apply criteria to select a program of music to be performed for a specific purpose. | M2(7-8)1a,bM4(7-8)-1,ab | Department created formative |
| Read, analyze and perform rhythmic and melodic patterns on classroom instruments (keyboard, guitar, percussion instruments) | M1(7-8)-1a,b,c | Formative through observation |
| Apply criteria to evaluate music for performance throughout the process of rehearsal. | M4(7-8)-2a,b | Formative through observationDepartment created formative  |

**Respond**

**Re7.1.7:** I can choose music to listen to and explain connections to a specific purpose.

**Re7.2.7*:*** I can explain how the elements of music and expressive qualities relate to the structure of a piece and identify and compare the context of music.

**Re8.1.7:** I can describe my personal interpretation of how creators and performers use elements of music and expressive qualities to convey expressive intent

**Re9.1.7:** I can apply criteria to evaluate musical works or performances.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Evaluate and compare structure, expressive qualities, performance interpretations and context of contrasting pieces of music | M2(7-8)-1a,bM2(7-8)-2aM4(7-8)-1a,bM4(7-8)-2a,b | Formative through observationDepartment created formative  |
| Evaluate, using given criteria, musical works and performances  | M4(7-8)-2a,b | Formative through observationDepartment created formative  |

**Connect**

**Cn10.1.7:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

**Cn11.1.7:** Demonstrate understanding of relationships between music and the other subjects and daily life.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Rhythmic and melodic dictation of learned rhythms and tonalities  | M1(7-8)-1a,b | Formative through observation  |

8th Grade General Music

**Create**

**Cr1.1.8:** I can *generate rhythmic, melodic and harmonic phrases* within a given form that shows expressive intent

**Cr2.1.8:** I can *create musical ideas for a purpose and notate* them

**Cr3.1.8:** I can evaluate my own work and describe the reasons for making changes.

**Cr3.2.8:** I can *present and discuss* my musical ideas

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Compose Music to fit 30-60 sec. video clip that uses form (beginning, middle end) and conveys intent through compositional elements (tension and release, variety and unity) | M1(7-8)-1a,b,cM1(7-8)-2b,c | Grade 8 Model Cornerstone Assessment: Creating  |
| Generate rhythmic, melodic and harmonic phrases and accompaniments, with expanded form, on classroom instruments and/or voice | M1(7-8)-2a,b | Formative through observation |
| Document and evaluate ideas for arrangements, songs and compositions  | M1(7-8)-2b,c | Formative through observation\*student portfolio |

**Perform**

**Pr4.1.8:** I can *apply criteria to select programs of music* for a specific purpose and context and explain my choices

**Pr4.2.8:** I can sight read, analyze and compare music selected for performance and identify musical elements and symbols.

**Pr4.3.8:**  I can perform my interpretation music to demonstrate expressive intent

**Pr5.1.8:** I can identify and apply criteria to rehearse, refine and determine when a piece of music is ready to perform.

**Pr6.1.8:** I can *perform with expression and accuracy* in front of an audience *with proper behavior*.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Sight read rhythmic, melodic and harmonic notation in treble and bass clef. | M1(7-8)-1a,b,cM3(7-8)-1a,b | Formative through observation |
| Apply criteria to select a program of music to be performed for a specific purpose. | M2(7-8)1a,bM4(7-8)-1,ab | Department created formative |
| Read, analyze and perform rhythmic and melodic patterns on classroom instruments (keyboard, guitar, percussion instruments) | M1(7-8)-1a,b,c | Formative through observation |
| Apply criteria to evaluate music for performance throughout the process of rehearsal. | M4(7-8)-2a,b | Formative through observation  |
| Perform a prepared piece of music (pre-recorded or live) on chosen instrument or voice | M1(7-8)-1a,b,cM3(7-8)-1a,b | Grade 8 Model Cornerstone Assessment: performing  |

**Respond**

**Re7.1.8:** I can choose music to listen to and explain connections to a specific purpose.

**Re7.2.8:** I can compare how elements of music and expressive qualities relate to the structure of different pieces and compare their contexts

**Re8.1.8:** I can describe my personal interpretation of how creators and performers use elements of music and expressive qualities to convey expressive intent.

**Re9.1.8:** I can apply criteria to evaluate musical works or performances

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Evaluate, analyze and compare playlists of contrasting music | M2(7-8)-1a,bM2(7-8)-2aM4(7-8)-1a,bM4(7-8)-2a,b | Grade 8 model Cornerstone Assessment: Responding  |
| Evaluate, using appropriate criteria, musical works and performances  | M4(7-8)-2a,b | Formative through observationDepartment created formative  |

**Connect**

**Cn10.1.5:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

**Cn11.1.5:** Demonstrate understanding of relationships between music and the other subjects and daily life.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Rhythmic and melodic dictation of learned rhythms and tonalities  | M1(7-8)-1a,b | Formative through observation  |

5-8 Music GSE Summary

**Artistic Process**

**M1(5-6)-1**

a. reading, writing and performing rhythmic patterns in standard notation (list of rhythms)

b. reading, writing and performing in a variety of meters

c. reading, writing and performing patterns of pitch and known songs using solfege and absolute pitch names (using melodic instruments)

**M1(7-8)-1**

a. reading, writing and performing rhythmic patterns using standard notation, including augmentation and diminution.

b. reading, writing and performing patterns in varying meters.

c. reading, writing and performing patterns of pitch and known songs using solfege and absolute pitch names (includes guitar)

**M1(5-6)-2**

a. improvising simple rhythmic variations and melodic embellishments on familiar melodies.

b. composing melodic variations or short original melodies based on specific parameters.

**M1(7-8)-2**

a. improvising simple harmonic accompaniments.

b. composing original melodies with extended parameters.

c. Arranging existing music for another ensemble or changing style, tempo or instrumentation (using music software).

**Cultural Contexts**

**M2(5-6)-1**

a. identify instruments from a variety of cultures

b. describe social, religious and celebratory functions of a variety of musical forms from various cultures and time periods.

**M2(7-8)-1**

a. listen to and describe distinguishing characteristics of music from two or more cultures.

b. explain how music has historically reflected social functions and changing ideas and values.

**M2(5-6)-2**

a. find connections between musical content and other disciplines (lyrical content to ELL).

**M2(7-8)-2**

a. identify similarities and differences in meanings of terms used in various subjects.

**Communication**

**M3(5-6)-1**

a. singing a varied repertoire, including 2 and 3 part arrangements.

b. playing musical instruments with musical accuracy (guitar, keyboard, wind and string instruments)

**M3(7-8)-1**

a. singing a varied repertoire including 3 parts using treble and bass clef.

b. playing a varied repertoire representing various genres and styles using acoustic and electronic instruments with musical accuracy.

**Aesthetic Judgement**

**M4(5-6)-1**

a. Identify, analyze and compare musical elements from various cultures emphasizing meter and rhythm.

b. identify and describe musical form (12 bar blues)

c. identify timbres and match cultural context to the group (Latin Salsa, Mariachi Band)

**M4(7-8)-1**

a. Identify, analyze and compare musical elements from various cultures emphasizing tonality and texture. (intervals, chords and progressions).

b. identify and describe larger musical forms.

**M4(5-6)-2**

a. develop and apply two specific criteria for critiquing music

b. Use criteria to compare examples to an exemplary model.

**M4(7-8)-2**

a. Develop and apply three specific criteria for critiquing music.

b. use criteria to compare student performances with professional performances.