	Teacher: CORE								
	Music Grade 7	Year: 2016-17							
H	Course: Music								
	Grade 7	Month: All Months							
H	Grade /	Trionen 7 in trionens							
ς	Playing the Piano ~	Students will spend one							
ľ	l laying the riano	marking period in the piano							
		lab and one marking period							
		in the classroom. The							
		curriculum for the students							
		who start in the classroom							
		can be found beginning in							
		November.							
е									
	Essential Questions	1	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards	
р	What do you need	Letter names of the treble	Read and play simple	Combination	Letter names	Lesson 1		MU.5-8.2.a-perform on at least one	
	to know to play the	and bass clef	stepwise prestaff	Mode	of the piano		Adults Book 1	instrument 1 accurately and	
	piano well?		notation songs in C 5-		keys			independently, alone and in small and	
			finger position with					large ensembles, with good posture,	
			proper hand and body					good playing position, and good breath,	
			position.					bow, or stick control	
t	Is reading music like	Letter names of the piano	Read and play simple	Program	Treble and	Lesson 2	Keyboard Lab	MU.5-8.5.a-read whole, half, quarter,	
	reading a book?	keys	stepwise C 5-finger	Mode	Bass Clef letter		including Music	eighth, sixteenth, and dotted notes and	
			position songs on the		names		Ace, Garageband,	rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and	
			staff. (no finger				midi keyboards and	alla breve meter signatures	
			numbers)				a GEC controller.		
e			Read and play simple C		C 5-finger	Lesson 3		MU.5-8.5.c- identify and define standard	
			5-finger position songs		songs			notation symbols for pitch, rhythm,	
			on the staff that					dynamics, tempo, articulation, and	
			contain chords,					expression	
			intervals and stepwise					·	
			motion						
m		Finger numbers				Lesson 4	www.musictechteac	her.com	
b		_				Lesson 5			
e						Lesson 6			
r		Note Values				Lesson 7	Supplemental piano		
							books		
		Proper Posture				Lessons 8	http://makingmusicf	fun.net/htm/printit_notename.htm	
						10		· · · · · · · · · · · · · · · · · · ·	
		Sign and Symbols					http://thepianostude	ent.wordpress.com/2010/06/06/it-all-	
							-	s-up-basic-rhythm-worksheets/	
							· · ·	ewilder.com/pdf_files/draw_symbols.pdf	
			1			<u> </u>			

							http://www.musicfu	n.com.au/pdf_files/note_names.pdf
0	Composing ~	Students will spend one					Tittp://www.inasicia	
	Composing	marking period in the piano						
		lab and one marking period						
		in the classroom. The						
		curriculum for the students						
		who start in the classroom						
		can be found beginning in						
		November.						
С					<u> </u>			
	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
t	Can anyone be a	Composing in Garageband	manipulate	Loop	Let's Get Loopy	Lesson	Keyboard Lab	MU.5-8.4.a-compose short pieces within
	composer?		garageband loops			11	including Music	specified guidelines, 2 demonstrating
							Ace, Garageband,	how the elements of music are used to
							midi keyboards and	achieve unity and variety, tension and
							a GEC controller.	release, and balance
					_	-		
0	Does the use of		Add Fading to loops			Lesson		MU.5-8.4.b-arrange simple pieces for
	technology in					12-13		voices or instruments other than those
	composing music						_	for which the pieces were written
	make composer's						ss/getting_started.h	
	lives easier? Do you still have to have a						tm	
	"musical" ear?							
	illusical ear:							
b			Add Effects to loops	Track	†	Lesson		MU.5-8.4.c- use a variety of traditional
			/ total =1.100t0 to 100p0	I I I I I		14		and nontraditional sound sources and
								electronic media when composing and
								arranging
e					1			MU.5-8.7.b- evaluate the quality and
								effectiveness of their own and others'
								performances, compositions,
								arrangements, and improvisations by
								applying specific criteria appropriate for
								the style of the music and offer
								constructive suggestions for
-				-	+			improvement
r				Fade	-			
				Effect		1		

Is it easier to write	Lyrics	Write lyrics (blues or	Voice Track	Blues or	Lesson	Keyboard Lab	MU.5-8.4.a-compose short pieces within
music or lyrics?		original)		Original	15	including Music	specified guidelines, 2 demonstrating
				composition		Ace, Garageband,	how the elements of music are used to
						midi keyboards and	achieve unity and variety, tension and
						a GEC controller.	release, and balance
Why do people	Recording the Voice	Set-up voice track in		-	Lesson	Sample blues songs	MU.5-8.4.b-arrange simple pieces for
compose music and		garageband			16-17		voices or instruments other than those
lyrics?							for which the pieces were written
	Composing in garage band	Record lyrics to match	Syllable			http://www.jazclass	MU.5-8.4.c- use a variety of traditional
	using prerecorded loops or	with the beat of the				.aust.com/bl1.htm	and nontraditional sound sources and
	original loops	music					electronic media when composing and
							arranging
						http://www.history-	MU.5-8.7.b- evaluate the quality and
						of-	effectiveness of their own and others'
						rock.com/blues.htm	performances, compositions,
							arrangements, and improvisations by
							applying specific criteria appropriate for
							the style of the music and offer
							constructive suggestions for
							improvement
			Rhyme			http://www.allabou	MU.5-8.8.a- compare in two or more arts
						tjazz.com/php/articl	how the characteristic materials of each
						e.php?id=18724&pg	art 4 can be used to transform similar
						=1	events, scenes, emotions, or ideas into
							works of art
Is it easier to	Composing in Garageband	manipulate	Vocal Effects	Garageband	Lessons	Keyboard Lab	MU.5-8.4.a-compose short pieces within
compose from		garageband loops		Challenge	18-20	including Music	specified guidelines, 2 demonstrating
scratch or be given a						Ace, Garageband,	how the elements of music are used to
set number of						midi keyboards and	achieve unity and variety, tension and
things to use?						a GEC controller.	release, and balance
		Set-up voice track in		1	Lesson	http://homerecordi	MU.5-8.4.b-arrange simple pieces for
		garageband			21	ng.about.com/od/g	voices or instruments other than those
						aragebandtutorials/	for which the pieces were written
						ss/getting_started_	
						7.htm	

			Add Effects to loops	Bouncing (create a single wav or Mp3 file so you can distribute or burn your song)		Lesson 22		MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
			Add Fading to loops	G,				MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
N	World Music Drumming ~	Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in September.						
0	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
v	What do circles represent in different cultures?	Duple Rhythms, Polyrhythms, Drumming Techniques, Composition	Play the drums with proper technique	Various African Instruments	Drumming Ensembles	Lesson 1/a	World Music Drumming Books, percussion instruments, various video clips	MU.5-8.9.c-compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed
е	Every society has music, but does every society have rhythm?		Learn rhythms aurally and through reading		Rhythm Composition	Lesson 2/a	http://www.youtub e.com/watch?v=Vq UFBe3qmQc	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
m			Compose their own Polyrhythms	Polyrhythm	Rhythm Performance	Lesson 3/a		MU.5-8.2.c-perform music representing diverse genres and cultures, with expression appropriate for the work being performed

b						Lesson		MU.5-8.3.b-improvise melodic
						4/a		embellishments and simple rhythmic and
								melodic variations on given pentatonic
								melodies and melodies in major keys
e				Echo		Lesson		MU.5-8.3.c-improvise short melodies,
						5/a		unaccompanied and over given rhythmic
								accompaniments, each in a consistent
		_						*style, meter, and tonality
r						lesson		MU.5-8.4.a-compose short pieces within
						6/a		specified guidelines, 2 demonstrating
								how the elements of music are used to
								achieve unity and variety, tension and
								release, and balance
		-		Call and		Lesson		MU.5-8.5.a-read whole, half, quarter,
				Response		7/a		eighth, sixteenth, and dotted notes and
								rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and
		_						alla breve meter signatures
						Lesson		MU.5-8.6.b- analyze the uses of
						8/a		*elements of music in aural examples
								representing diverse genres and cultures
		-				lesson		
		_				9/a		
						lesson		
_	NAi - Iliaha o	Charles will as and a se				10/a		
٦٦	Music History ~	Students will spend one						
		marking period in the piano lab and one marking period						
		in the classroom. The						
		curriculum for the students						
		in the piano lab can be						
		found beginning in						
		September.						
е								
L	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
С	Is all "classical"	Key facts about a	Use research skills	Classical	Classical	Lesson	Composer	MU.5-8.6.a-describe specific music
	music the same?	composer's life	(with guidance) to find		Composer	11a-15a	Questionnaire	events 3 in a given aural example, using
			out about a classical		Obituary			appropriate terminology
L			era composer					

e Why do we need to	Express findings		Lesson	Internet and	MU.5-8.6.b- analyze the uses of
learn about these	through various means		17a-18a	reference sources	*elements of music in aural examples
composers? Why	(visually, written,				representing diverse genres and cultures
can't we study "our"	orally, etc)				
music?	J. a, C. c,				
m		Romantic	Lesson	various software	MU.5-8.6.c-demonstrate knowledge of
			19a-21a	programs (word,	the basic principles of meter, rhythm,
			254 224	power point,	tonality, intervals, chords, and harmonic
				inspiration, etc)	progressions in their analyses of music
				mophation, etc,	progressions in their analyses of masic
Ь				Classical music clips	MU.5-8.7.b- evaluate the quality and
				•	effectiveness of their own and others'
					performances, compositions,
					arrangements, and improvisations by
					applying specific criteria appropriate for
					the style of the music and offer
					constructive suggestions for
					improvement
е		Obituary		www.karadar.com	MU.5-8.9.a- describe distinguishing
					characteristics of representative music
					genres and styles from a variety of
					cultures 6
r					MU.5-8.9.b-classify by genre and style
					(and, if applicable, by historical period,
					composer, and title) a varied body of
					exemplary (that is, high-quality and
					characteristic) musical works and explain
					the characteristics that cause each work
					to be considered exemplary
		Epitaph		www.tombstonebui	MU.5-8.9.c-compare, in several cultures
				lder.com	of the world, functions music serves,
					roles of musicians, 7 and conditions
					under which music is typically
					performed

	Music History ∼	Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in September.						
ć	Essential Questions	Contont	Knowledge and Chille	Vasabulani	Accessments	Lossons	Deseuvees	Standards
ŀ.	Is all "classical"	Key facts about a	Knowledge and Skills Use research skills	Vocabulary Classical	Assessments Classical	Lesson	Resources Composer	Standards MU.5-8.6.a-describe specific music
ľ	music the same?	composer's life	(with guidance) to find	Ciassicai	Composer	11a-15a	Questionnaire	events 3 in a given aural example, using
	music the same:	composer sine	out about a classical era composer		Obituary	114-134	Questionnaire	appropriate terminology
Į,	Why do we need to		Express findings		=	Lesson	Internet and	MU.5-8.6.b- analyze the uses of
	learn about these		through various means			17a-18a	reference sources	*elements of music in aural examples
	composers? Why		(visually, written,					representing diverse genres and cultures
	can't we study "our"		orally, etc)					
	music?							
í	1			Romantic		Lesson	various software	MU.5-8.6.c-demonstrate knowledge of
						19a-21a	programs (word,	the basic principles of meter, rhythm,
							power point,	tonality, intervals, chords, and harmonic
							inspiration, etc)	progressions in their analyses of music
							Classical music clips	MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
`				Obituary			www.karadar.com	MU.5-8.9.a- describe distinguishing characteristics of representative music genres and styles from a variety of cultures 6
								MU.5-8.9.b-classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary

			Epitaph			www.tombstonebui lder.com	MU.5-8.9.c-compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed
	Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students who start in the classroom can be found beginning in March.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play the piano well?	Letter names of the treble and bass clef	Read and play simple stepwise prestaff notation songs in C 5-finger position with proper hand and body position.	Combination Mode	Letter names of the piano keys	Lesson 1	Bastein Piano for Adults Book 1	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
Is reading music like reading a book?	Letter names of the piano keys	Read and play simple stepwise C 5-finger position songs on the staff. (no finger numbers)	Program Mode	Treble and Bass Clef letter names	Lesson 2	including Music Ace, Garageband,	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures
	Finger numbers	Read and play simple C 5-finger position songs on the staff that contain chords, intervals and stepwise motion		C 5-finger songs	Lesson 3	www.musictechteac her.com	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
	Note Values				Lesson 4	Supplemental piano books	
	Proper Posture				Lesson 5		fun.net/htm/printit_notename.htm
	Sign and Symbols					<u> </u>	ent.wordpress.com/2010/06/06/it-all-
						http://www.beatrice	ewilder.com/pdf_files/draw_symbols.pdf
					Lessons 8 10	http://www.musicfu	n.com.au/pdf_files/note_names.pdf

F	Playing the Piano ~	Students will spend one						
		marking period in the piano						
		lab and one marking period						
		in the classroom. The						
		curriculum for the students						
		who start in the classroom						
		can be found beginning in						
		March.						
e								
	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
b	What do you need	Letter names of the treble	Read and play simple	Combination	Letter names	Lesson 1	Bastein Piano for	MU.5-8.2.a-perform on at least one
	to know to play the	and bass clef	stepwise prestaff	Mode	of the piano		Adults Book 1	instrument 1 accurately and
	piano well?		notation songs in C 5-		keys			independently, alone and in small and
			finger position with					large ensembles, with good posture,
			proper hand and body					good playing position, and good breath,
			position.					bow, or stick control
r	Is reading music like	Letter names of the piano	Read and play simple	Program	Treble and	Lesson 2	Keyboard Lab	MU.5-8.5.a-read whole, half, quarter,
	reading a book?	keys	stepwise C 5-finger	Mode	Bass Clef letter		including Music	eighth, sixteenth, and dotted notes and
			position songs on the		names		Ace, Garageband,	rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and
			staff. (no finger				midi keyboards and	alla breve meter signatures
			numbers)				a GEC controller.	
ι		Finger numbers	Read and play simple C		C 5-finger	Lesson 3	www.musictechteac	MU.5-8.5.c- identify and define standard
			5-finger position songs		songs		her.com	notation symbols for pitch, rhythm,
			on the staff that					dynamics, tempo, articulation, and
			contain chords,					expression
			intervals and stepwise					
			motion					
а		Note Values				Lesson 4	Supplemental piano	
							books	
r		Proper Posture						fun.net/htm/printit_notename.htm
У		Sign and Symbols				Lesson 6		ent.wordpress.com/2010/06/06/it-all-
\vdash							adds-up-basic-rhythi	
\downarrow							·	ewilder.com/pdf_files/draw_symbols.pdf
1							http://www.musicfu	n.com.au/pdf_files/note_names.pdf
L						10		

composer? Does the use of technology in composing music make composer's lives easier? Do you still have to have a "musical" ear? Add Effects to loops Ad		Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students who start in the classroom can be found beginning in March.						
Can anyone be a composer? Can anyone be a composer in composing in Garageband loops Add Fading to loops Add Fading to loops Can anyone be a composer in composing in Garageband loops Can anyone be a composing in Garageband, mid keyboard Lab including Music Ace, Garageband, mow the elements of ma chieve unity and varier release, and balance Can be fell to specified guidelines, 2 composer's loop and a GEC controller. Can be fell to specified guidelines, 2 composer's loop and a GEC controller. Can be fell to specified guidelines, 2 composer's loop and a GEC controller. Can be fell to specified guidelines, 2 composer's loop and a GEC controller. Can be fell to specified guidelines, 2 composing the power release, and balance Can be fell to specified guidelines, 2 composing the power release, and balance Can be fell to specified guidelines, 2 composing the power release, and balance Can be fell to specified guidelines, 2 composing the power release, and balance Can be fell to specified guidelines, 2 composing the power release, and balance Can be fell to specified guidelines, 2 composing the power release, and balance Can be fell to specified guidelines, 2 composing the power release, and balance Can be fell to specified guidelines, 2 composing the power release, and balance Can be fell to specified guideli	Essential Questions	Content	Knowledge and Skills	Vocahulary	Assessments	Lessons	Resources	Standards
technology in composing music make composer's lives easier? Do you still have to have a "musical" ear? Add Effects to loops Track Lesson 14 MU.5-8.4.c- use a variety and nontraditional sour electronic media when arranging MU.5-8.7.b- evaluate the effectiveness of their on performances, composition.	Can anyone be a		manipulate			Lesson	Keyboard Lab including Music Ace, Garageband, midi keyboards and	MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and
14 and nontraditional sour electronic media when arranging MU.5-8.7.b- evaluate the effectiveness of their or performances, compositions.	technology in composing music make composer's lives easier? Do you still have to have a		Add Fading to loops				ng.about.com/od/g aragebandtutorials/ ss/getting_started.h	voices or instruments other than those for which the pieces were written
performances, composi			Add Effects to loops	Track				MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging MU.5-8.7.b- evaluate the quality and
applying specific criterion the style of the music a constructive suggestion improvement								effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for
Fade Effect					_			

Is it easier to write	Lyrics	Write lyrics (blues or	Voice Track	Blues or	Lesson	Keyboard Lab	MU.5-8.4.a-compose short pieces within
music or lyrics?		original)		Original	15	including Music	specified guidelines, 2 demonstrating
				composition		Ace, Garageband,	how the elements of music are used to
						midi keyboards and	achieve unity and variety, tension and
						a GEC controller.	release, and balance
Why do people	Recording the Voice	Set-up voice track in		-	Lesson	Sample blues songs	MU.5-8.4.b-arrange simple pieces for
compose music and		garageband			16-17		voices or instruments other than those
lyrics?							for which the pieces were written
	Composing in garage band	Record lyrics to match	Syllable			http://www.jazclass	MU.5-8.4.c- use a variety of traditional
	using prerecorded loops or	with the beat of the				.aust.com/bl1.htm	and nontraditional sound sources and
	original loops	music					electronic media when composing and
							arranging
						http://www.history-	MU.5-8.7.b- evaluate the quality and
						of-	effectiveness of their own and others'
						rock.com/blues.htm	performances, compositions,
							arrangements, and improvisations by
							applying specific criteria appropriate for
							the style of the music and offer
							constructive suggestions for
							improvement
			Rhyme			http://www.allabou	MU.5-8.8.a- compare in two or more arts
						tjazz.com/php/articl	how the characteristic materials of each
						e.php?id=18724&pg	art 4 can be used to transform similar
						=1	events, scenes, emotions, or ideas into
							works of art
Is it easier to	Composing in Garageband	manipulate	Vocal Effects	Garageband	Lessons	Keyboard Lab	MU.5-8.4.a-compose short pieces within
compose from		garageband loops		Challenge	18-20	including Music	specified guidelines, 2 demonstrating
scratch or be given a						Ace, Garageband,	how the elements of music are used to
set number of						midi keyboards and	achieve unity and variety, tension and
things to use?						a GEC controller.	release, and balance
		Set-up voice track in		1	Lesson	http://homerecordi	MU.5-8.4.b-arrange simple pieces for
		garageband			21	ng.about.com/od/g	voices or instruments other than those
						aragebandtutorials/	for which the pieces were written
						ss/getting_started_	
						7.htm	

			Add Effects to loops	Bouncing (create a single wav or Mp3 file so you can distribute or burn your song)		Lesson 22		MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
			Add Fading to loops					MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
N	1 Composing ~	Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students who start in the classroom can be found beginning in March.						
ā	Essential Questions	Content	Knowledge and Skills	Vocahulani	Accoccments	Lossons	Resources	Standards
r	Can anyone be a composer?	Composing in Garageband	manipulate garageband loops	Loop	Assessments Let's Get Loopy		Keyboard Lab including Music Ace, Garageband, midi keyboards and a GEC controller.	MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
c	Does the use of technology in composing music make composer's lives easier? Do you still have to have a "musical" ear?		Add Fading to loops			Lesson 12-13	ng.about.com/od/g	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written

h		Add Effects to loops	Track		Lesson		MU.5-8.4.c- use a variety of traditional
					14		and nontraditional sound sources and
							electronic media when composing and
							arranging
	-			+			MU.5-8.7.b- evaluate the quality and
							effectiveness of their own and others'
							performances, compositions,
							arrangements, and improvisations by
							applying specific criteria appropriate for
							the style of the music and offer
							constructive suggestions for
			Fade				improvement
			Effect				
Is it easier to write	Lyrics	Write lyrics (blues or	Voice Track	Blues or	Lesson	Keyboard Lab	MU.5-8.4.a-compose short pieces within
music or lyrics?		original)		Original	15	including Music	specified guidelines, 2 demonstrating
·				composition		Ace, Garageband,	how the elements of music are used to
						_	achieve unity and variety, tension and
						a GEC controller.	release, and balance
Why do people	Recording the Voice	Set-up voice track in			Lesson	Sample blues songs	MU.5-8.4.b-arrange simple pieces for
compose music and		garageband			16-17		voices or instruments other than those
lyrics?							for which the pieces were written
	Composing in garage band	Record lyrics to match	Syllable			http://www.jazclass	MU.5-8.4.c- use a variety of traditional
	using prerecorded loops or	with the beat of the				.aust.com/bl1.htm	and nontraditional sound sources and
	original loops	music					electronic media when composing and
							arranging
						http://www.history-	MU.5-8.7.b- evaluate the quality and
						of-	effectiveness of their own and others'
						rock.com/blues.htm	performances, compositions,
							arrangements, and improvisations by
							applying specific criteria appropriate for
							the style of the music and offer
							constructive suggestions for
							improvement
			Rhyme			http://www.allabou	MU.5-8.8.a- compare in two or more arts
						tjazz.com/php/articl	how the characteristic materials of each
						e.php?id=18724&pg	art 4 can be used to transform similar
						=1	events, scenes, emotions, or ideas into
							works of art

Is it easier to compose from scratch or be given a set number of things to use?	Composing in Garageband	manipulate garageband loops	Vocal Effects	Garageband Challenge	Lessons 18-20	Keyboard Lab including Music Ace, Garageband, midi keyboards and a GEC controller.	MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
		Set-up voice track in garageband			Lesson 21	ng.about.com/od/g	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
		Add Effects to loops	Bouncing (create a single wav or Mp3 file so you can distribute or burn your song)		Lesson 22		MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
		Add Fading to loops	30116)				MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
World Music Drumming ~	Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in January.						•
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do circles represent in different cultures?	Duple Rhythms, Polyrhythms, Drumming Techniques, Composition	Play the drums with proper technique	Various African Instruments	Drumming Ensembles	Lesson 1/a	World Music Drumming Books, percussion instruments, various video clips	MU.5-8.9.c-compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed

Every society has	Learn rhythms aurally	,	Rhythm	Lesson	http://www.youtub	MU.5-8.2.a-perform on at least one
music, but does	and through reading		Composition	2/a	e.com/watch?v=Vq	instrument 1 accurately and
every society have					UFBe3qmQc	independently, alone and in small and
rhythm?						large ensembles, with good posture,
						good playing position, and good breath,
						bow, or stick control
	Compose their own	Polyrhythm	Rhythm	Lesson		MU.5-8.2.c-perform music representing
	Polyrhythms		Performance	3/a		diverse genres and cultures, with
						expression appropriate for the work
						being performed
				Lesson		MU.5-8.3.b-improvise melodic
				4/a		embellishments and simple rhythmic an
						melodic variations on given pentatonic
						melodies and melodies in major keys
		Echo		Lesson		MU.5-8.3.c-improvise short melodies,
				5/a		unaccompanied and over given rhythmi
						accompaniments, each in a consistent
						*style, meter, and tonality
				lesson		MU.5-8.4.a-compose short pieces within
				6/a		specified guidelines, 2 demonstrating
						how the elements of music are used to
						achieve unity and variety, tension and
						release, and balance
		Call and		Lesson		MU.5-8.5.a-read whole, half, quarter,
		Response		7/a		eighth, sixteenth, and dotted notes and
						rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and
						alla breve meter signatures
				Lesson		MU.5-8.6.b- analyze the uses of
				8/a		*elements of music in aural examples
						representing diverse genres and culture
				lesson		
				9/a		
				lesson		
				10/a		

A	World Music Drumming ~	Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in January.						
р	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r	What do circles represent in different cultures?	Duple Rhythms, Polyrhythms, Drumming Techniques, Composition	Play the drums with proper technique	Various African Instruments	Drumming Ensembles	Lesson 1/a	World Music Drumming Books, percussion instruments, various video clips	MU.5-8.9.c-compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed
i	Every society has music, but does every society have rhythm?		Learn rhythms aurally and through reading		Rhythm Composition	Lesson 2/a	http://www.youtub e.com/watch?v=Vq UFBe3qmQc	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
Ī			Compose their own Polyrhythms	Polyrhythm	Rhythm Performance	Lesson 3/a		MU.5-8.2.c-perform music representing diverse genres and cultures, with expression appropriate for the work being performed
						Lesson 4/a		MU.5-8.3.b-improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
				Echo		Lesson 5/a		MU.5-8.3.c-improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent *style, meter, and tonality
						lesson 6/a		MU.5-8.4.a-compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance

				Call and Response		Lesson 7/a		MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures MU.5-8.6.b- analyze the uses of
						8/a lesson		*elements of music in aural examples representing diverse genres and cultures
						9/a lesson 10/a		
M	Music History ~	Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in January.						
а	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
У		Key facts about a composer's life	Use research skills (with guidance) to find out about a classical era composer	Classical	Classical Composer Obituary	Lesson 11a-15a	Composer Questionnaire	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
	Why do we need to learn about these composers? Why can't we study "our" music?		Express findings through various means (visually, written, orally, etc)			Lesson 17a-18a	Internet and reference sources	MU.5-8.6.b- analyze the uses of *elements of music in aural examples representing diverse genres and cultures
				Romantic		Lesson 19a-21a	various software programs (word, power point, inspiration, etc)	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

e	Why do we need to learn about these composers? Why can't we study "our" music?		era composer Express findings through various means (visually, written, orally, etc)			Lesson 17a-18a	Internet and reference sources	MU.5-8.6.b- analyze the uses of *elements of music in aural examples representing diverse genres and cultures
n	Is all "classical" music the same?	Key facts about a composer's life	Use research skills (with guidance) to find out about a classical	Classical	Classical Composer Obituary	Lesson 11a-15a	Composer Questionnaire	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
u	Essential Questions		Knowledge and Skills	Vocabulary	Assessments		Resources	Standards
J	Music History ~	Students will spend one marking period in the piano lab and one marking period in the classroom. The curriculum for the students in the piano lab can be found beginning in January.						
				Obituary			www.karadar.com www.tombstonebui	arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement MU.5-8.9.a- describe distinguishing characteristics of representative music genres and styles from a variety of cultures 6 MU.5-8.9.b-classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary MU.5-8.9.c-compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed
							Classical music clips	MU.5-8.7.b- evaluate the quality and effectiveness of their own and others' performances, compositions,

	D			NALLE O.C. and are a maturated by a coult of the court
	Romant		various software	MU.5-8.6.c-demonstrate knowledge of
		19a-21a	. • , ,	the basic principles of meter, rhythm,
			power point,	tonality, intervals, chords, and harmonic
			inspiration, etc)	progressions in their analyses of music
			Classical music clips	MU.5-8.7.b- evaluate the quality and
				effectiveness of their own and others'
				performances, compositions,
				arrangements, and improvisations by
				applying specific criteria appropriate for
				the style of the music and offer
				constructive suggestions for
				improvement
	Obituar	,	www.karadar.com	MU.5-8.9.a- describe distinguishing
				characteristics of representative music
				genres and styles from a variety of
				cultures 6
				MU.5-8.9.b-classify by genre and style
				(and, if applicable, by historical period,
				composer, and title) a varied body of
				exemplary (that is, high-quality and
				characteristic) musical works and explain
				the characteristics that cause each work
				to be considered exemplary
	Epitaph		www.tombstonebui	MU.5-8.9.c-compare, in several cultures
			lder.com	of the world, functions music serves,
				roles of musicians, 7 and conditions
				under which music is typically
				performed