

	Teacher: CORE Music Grade 7	Year: 2016-17						
	Course: Music Grade 7	Month: All Months						
S	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 November.						
e	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
p	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
t	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	Keyboard Lab including Music Ace, Garageband, midi keyboards and a GEC controller.	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
e			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		MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
m		Finger numbers				Lesson 4	www.musictechteacher.com	
b						Lesson 5		
e						Lesson 6		
r		Note Values				Lesson 7	Supplemental piano books	
		Proper Posture				Lessons 8-10	http://makingmusicfun.net/html/printit_notename.htm	
		Sign and Symbols					http://thepianostudent.wordpress.com/2010/06/06/it-all-adds-up-basic-rhythm-worksheets/	
							http://www.beatricewilder.com/pdf_files/draw_symbols.pdf	

							http://www.musicfun.com.au/pdf_files/note_names.pdf	
O	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 November.						
c	Essential Questions Content Knowledge and Skills Vocabulary Assessments Lessons Resources Standards							
t	Can anyone be a composer?	Composing in Garageband	manipulate garageband loops	Loop	Let's Get Loopy	Lesson 11	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
o	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	http://homerecording.about.com/od/garagebandtutorials/ss/getting_started.htm	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
b			Add Effects to loops	Track		Lesson 14		MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
e								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				

Is it easier to write music or lyrics?	Lyrics	Write lyrics (blues or original)	Voice Track	Blues or Original composition	Lesson 15	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
Why do people compose music and lyrics?	Recording the Voice	Set-up voice track in garageband			Lesson 16-17	Sample blues songs	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
	Composing in garage band using prerecorded loops or original loops	Record lyrics to match with the beat of the music	Syllable			http://www.jazclass.aust.com/bl1.htm	MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
						http://www.history-of-rock.com/blues.htm	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
			Rhyme			http://www.allaboutjazz.com/php/article.php?id=18724&page=1	MU.5-8.8.a- compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar 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	http://homerecording.about.com/od/garagebandtutorials/ess/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	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.						
o	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
v	What do circles represent in different cultures?	Duple Rhythms, Polyrythms, 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
e	Every society has music, but does every society have rhythm?		Learn rhythms aurally and through reading		Rhythm Composition	Lesson 2/a	http://www.youtube.com/watch?v=VqUFBe3qmQc	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 Polyrythms	Polyrythm	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 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
e				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
r						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
						Lesson 8/a		MU.5-8.6.b- analyze the uses of *elements of music in aural examples representing diverse genres and cultures
						lesson 9/a		
						lesson 10/a		
D	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.						
e	Essential Questions Content Knowledge and Skills Vocabulary Assessments Lessons Resources Standards							
c	Is all "classical" music the same?	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

e	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
m				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
b							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
e				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.tombstonebuilder.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

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 September.							
a									
	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards	
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 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	
u	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	
a				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	
r							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	
y						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.tombstonebuilder.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
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.						
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	Keyboard Lab including Music Ace, Garageband, midi keyboards and a GEC controller.	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.musictechteacher.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	http://makingmusicfun.net/html/printit_notename.htm	
	Sign and Symbols				Lesson 6	http://thepianostudent.wordpress.com/2010/06/06/it-all-adds-up-basic-rhythm-worksheets/	
					Lesson 7	http://www.beatricewilder.com/pdf_files/draw_symbols.pdf	
					Lessons 8-10	http://www.musicfun.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 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
r	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	Keyboard Lab including Music Ace, Garageband, midi keyboards and a GEC controller.	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
u		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.musicteachteacher.com	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
a		Note Values				Lesson 4	Supplemental piano books	
r		Proper Posture				Lesson 5	http://makingmusicfun.net/html/printit_notename.htm	
y		Sign and Symbols				Lesson 6	http://thepianostudent.wordpress.com/2010/06/06/it-all-adds-up-basic-rhythm-worksheets/	
						Lesson 7	http://www.beatricewilder.com/pdf_files/draw_symbols.pdf	
						Lessons 8-10	http://www.musicfun.com.au/pdf_files/note_names.pdf	

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.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Can anyone be a composer?	Composing in Garageband	manipulate garageband loops	Loop	Let's Get Loopy	Lesson 11	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
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	http://homerecording.about.com/od/garagebandtutorials/ss/getting_started.htm	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	Track		Lesson 14		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 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
					Fade		
			Effect				

Is it easier to write music or lyrics?	Lyrics	Write lyrics (blues or original)	Voice Track	Blues or Original composition	Lesson 15	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
Why do people compose music and lyrics?	Recording the Voice	Set-up voice track in garageband			Lesson 16-17	Sample blues songs	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written
	Composing in garage band using prerecorded loops or original loops	Record lyrics to match with the beat of the music	Syllable			http://www.jazclass.aust.com/bl1.htm	MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
						http://www.history-of-rock.com/blues.htm	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
			Rhyme			http://www.allaboutjazz.com/php/article.php?id=18724&page=1	MU.5-8.8.a- compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar 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	http://homerecording.about.com/od/garagebandtutorials/ess/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
M	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.						
a	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r	Can anyone be a composer?	Composing in Garageband	manipulate garageband loops	Loop	Let's Get Loopy	Lesson 11	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	http://homerecording.about.com/od/garagebandtutorials/ss/getting_started.htm	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 14		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 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
				Fade				
				Effect				
Is it easier to write music or lyrics?	Lyrics	Write lyrics (blues or original)	Voice Track	Blues or Original composition	Lesson 15	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	
Why do people compose music and lyrics?	Recording the Voice	Set-up voice track in garageband			Lesson 16-17	Sample blues songs	MU.5-8.4.b-arrange simple pieces for voices or instruments other than those for which the pieces were written	
	Composing in garage band using prerecorded loops or original loops	Record lyrics to match with the beat of the music	Syllable			http://www.jazzclass.aust.com/bl1.htm	MU.5-8.4.c- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	
						http://www.history-of-rock.com/blues.htm	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	
			Rhyme			http://www.allaboutjazz.com/php/article.php?id=18724&page=1	MU.5-8.8.a- compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar 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	http://homerecording.about.com/od/garagebandtutorials/ss/getting_started_7.htm	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					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 music, but does every society have rhythm?		Learn rhythms aurally and through reading		Rhythm Composition	Lesson 2/a	http://www.youtube.com/watch?v=VqUFB3qmQc	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
		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
					Lesson 8/a		MU.5-8.6.b- analyze the uses of *elements of music in aural examples representing diverse genres and cultures
					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.						
p								
	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r	What do circles represent in different cultures?	Duple Rhythms, Polyrythms, 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.youtube.com/watch?v=VqUFBBe3qmQc	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
l			Compose their own Polyrythms	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
						Lesson 8/a		MU.5-8.6.b- analyze the uses of *elements of music in aural examples representing diverse genres and cultures
						lesson 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.						
a								
	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
y	Is all "classical" music the same?	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

							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.tombstonebuilder.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
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.						
u	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
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 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
e	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
						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
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			Epitaph			www.tombstonebuilder.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