

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: **Music**

Course Length: Full Year

Grade: **Middle School Fine Arts Survey**

Date Last Approved: March 15, 2017; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:

Fine Arts Survey will allow students to expand on the foundations taught in previous music courses. Students participating in Fine Arts Survey will perform and create music in addition to listening and analyzing. Areas of study may include Tone Chimes, Guitar/Ukulele, World Music/Instruments, Listening and Movement, Digital Composition, Music through the Decades and more. The students will take part in 2-3 performances. Some will occur in the evening. This class is designed for the learner who is not ready to commit to focusing on one discipline of music such as singing or performing a band instrument; as well as the student who would like a broad survey of several styles of music.

Enduring Understanding(s):

1. Creating art forms fosters problem solving skills and the conception of new ideas.
2. By performing and presenting within the fine arts students synthesize, describe, and generate an artist's process.
3. When responding in the fine arts students interact with and reflect on artistic work and performances to develop understanding.
4. When participating in the fine arts students will connect artistic ideas and processes with personal meanings and relate with their world, community and other disciplines.

Essential Question(s):

1. What makes a performance significant?
2. How does the human experience enhance our ability to create and perform works of music – some of which are hundreds of years old?
4. How does popular music reflect society, and vice-versa, how does society reflect popular music?
5. How can time, place and context affect a musical composition or performance?
6. How does the experience of a performance change when there are a variety of instruments, roles in an ensemble?
7. Describe different types of performing ensembles and their contributions to our musical heritage?
8. What steps must a performer take to help ensure success in a performance?

Learning Targets:

- 1. PERFORM:** Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
- 2. CREATE:** Students will create original, improvised or composed compositions that meet appropriate criteria. (Product)
- 3. RESPOND/CONNECT:** Students will respond and connect to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)
- 4. REHEARSE:** Students will rehearse with proper rehearsal decorum, social skills and audience etiquette appropriate for the context and venue. (Skill)

Stage 2: Learning Plan

I. TONE CHIMES

A. Playing mechanics Posture

A. Playing mechanics

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

Playing the instrument
Care and Maintenance

B. Rhythmic and Melodic Literacy

C. Responding to Performances

Individual Critique
Comparing and Contrasting
Performances

D. Creative Process

Compose song with set of criteria

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none">• Classroom walkthroughs
Formative	Product	<ul style="list-style-type: none">• Demonstration of individual techniques.
Summative	Skill / Product	<ul style="list-style-type: none">• Performance including all elements of playing mechanics.• Student demonstrates and teaches concepts to other students

B. Rhythmic/Melodic Literacy

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
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Practice	Knowledge	<ul style="list-style-type: none"> Classroom Discussion
Formative	Knowledge	<ul style="list-style-type: none"> Verbalize Musical Vocabulary
Summative	Product, Skill	<ul style="list-style-type: none"> Performance contains correct musical elements.

C. Responding to Performances

Standards:

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

MAS 9: Apply criteria to evaluate artistic work.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Reasoning/ Knowledge	<ul style="list-style-type: none"> Class Discussion on specific performance elements.
Formative	Reasoning/ Knowledge	<ul style="list-style-type: none"> Performance Evaluation Comparing multiple compositions using a set of criteria
Summative	Product	<ul style="list-style-type: none"> Performance Evaluation includes an action plan for future performances.

D. Creative Process

Standards:

MAS 1: Generate and conceptualize artistic ideas and work.

MAS 2: Organize and develop artistic ideas and work.

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 6: Convey meaning through the presentation of artistic work.

MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner

	<p>appropriate to the audience and context. (Skill)</p> <p>Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)</p> <p>Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)</p> <p>Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)</p> <p>Key Resources Used:</p> <div><ul style="list-style-type: none">• Quaver• Holt• Silver Burdette• Music K-8• ACE</div> <p>Assessment Map:</p> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Skill/ Knowledge/ Reasoning</td><td><ul style="list-style-type: none">• Whole group composition</td></tr><tr><td>Formative</td><td>Product</td><td><ul style="list-style-type: none">• Group Compositions</td></tr><tr><td>Summative</td><td>Product</td><td><ul style="list-style-type: none">• Individual Compositions</td></tr></table>	Type	Level	Assessment Detail	Practice	Skill/ Knowledge/ Reasoning	<ul style="list-style-type: none">• Whole group composition	Formative	Product	<ul style="list-style-type: none">• Group Compositions	Summative	Product	<ul style="list-style-type: none">• Individual Compositions
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Summative	Product	<ul style="list-style-type: none">• Individual Compositions											
<p>II. GUITAR/UKULELE</p> <p>A. Playing mechanics Posture Playing the instrument Care and Maintenance</p> <p>B. Rhythmic and Melodic Literacy</p> <p>C. Responding to Performances Individual Critique Comparing and Contrasting Performances</p> <p>D. Creative Process Compose song with set of criteria</p>	<p><u>A. Playing mechanics</u></p> <p>Standards: MAS 5: Develop and refine artistic techniques and work for presentation.</p> <p>Learning Targets Addressed: Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)</p> <p>Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)</p> <p>Key Resources Used:</p> <div><ul style="list-style-type: none">• Quaver• Holt• Silver Burdette• Music K-8• ACE</div> <p>Assessment Map:</p> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Skill</td><td><ul style="list-style-type: none">• Classroom walkthroughs</td></tr></table>	Type	Level	Assessment Detail	Practice	Skill	<ul style="list-style-type: none">• Classroom walkthroughs						
Type	Level	Assessment Detail											
Practice	Skill	<ul style="list-style-type: none">• Classroom walkthroughs											

Formative	Product	<ul style="list-style-type: none"> Demonstration of individual techniques.
Summative	Skill / Product	<ul style="list-style-type: none"> Performance including all elements of playing mechanics. Student demonstrates and teaches concepts to other students

B. Rhythmic/Melodic Literacy

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> Classroom Discussion
Formative	Knowledge	<ul style="list-style-type: none"> Verbalize Musical Vocabulary
Summative	Product, Skill	<ul style="list-style-type: none"> Performance contains correct musical elements.

C. Responding to Performances

Standards:

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

MAS 9: Apply criteria to evaluate artistic work.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Assessment Map:

Type	Level	Assessment Detail
Practice	Reasoning/ Knowledge	<ul style="list-style-type: none"> Class Discussion on specific performance elements.
Formative	Reasoning/ Knowledge	<ul style="list-style-type: none"> Performance Evaluation Comparing multiple compositions using a set of criteria
Summative	Product	<ul style="list-style-type: none"> Performance Evaluation includes an action plan for future performances.

D. Creative Process

Standards:

MAS 1: Generate and conceptualize artistic ideas and work.

MAS 2: Organize and develop artistic ideas and work.

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 6: Convey meaning through the presentation of artistic work.

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Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill/ Knowledge/ Reasoning	<ul style="list-style-type: none"> Whole group composition
Formative	Product	<ul style="list-style-type: none"> Group Compositions
Summative	Product	<ul style="list-style-type: none"> Individual Compositions

III. World Music/Instruments

A. Playing mechanics

Posture
Playing the instrument
Care and Maintenance

B. Rhythmic and Melodic Literacy

C. Responding to Performances

Individual Critique
Comparing and Contrasting
Performances

D. Creative Process

Compose song with set of criteria

A. Playing mechanics

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none">• Classroom walkthroughs
Formative	Product	<ul style="list-style-type: none">• Demonstration of individual techniques.
Summative	Skill / Product	<ul style="list-style-type: none">• Performance including all elements of playing mechanics.• Student demonstrates and teaches concepts to other students

B. Rhythmic/Melodic Literacy

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 7: Perceive and analyze artistic work.

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Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

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Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8

- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Classroom Discussion
Formative	Knowledge	<ul style="list-style-type: none"> • Verbalize Musical Vocabulary
Summative	Product, Skill	<ul style="list-style-type: none"> • Performance contains correct musical elements.

C. Responding to Performances

Standards:

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

MAS 9: Apply criteria to evaluate artistic work.

Learning Targets Addressed:

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Formative	Reasoning/ Knowledge	<ul style="list-style-type: none"> • Performance Evaluation • Comparing multiple compositions using a set of criteria
Summative	Product	<ul style="list-style-type: none"> • Performance Evaluation includes an action plan for future performances.

D. Creative Process

Standards:

MAS 1: Generate and conceptualize artistic ideas and work.

MAS 2: Organize and develop artistic ideas and work.

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 6: Convey meaning through the presentation of artistic work.

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- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill/ Knowledge/ Reasoning	<ul style="list-style-type: none">• Whole group composition
Formative	Product	<ul style="list-style-type: none">• Group Compositions
Summative	Product	<ul style="list-style-type: none">• Individual Compositions

IV. Listening and Movement

A. Styles of Music

B. Forms of Music

C. Musical Elements

D. Movement

A. Styles of Music

Standards:

- **MAS 7** - Perceive and analyze artistic work.
- **MAS 8** - Interpret intent and meaning in artistic work..
- **MAS 9** - Apply criteria to evaluate artistic work..
- **MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- **MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

5. Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Key Resources Used:

- Quaver

- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill/ Knowledge/ Reasoning	<ul style="list-style-type: none"> • Classroom walkthroughs
Formative	Product	<ul style="list-style-type: none"> • Demonstration of individual techniques.
Summative	Product	<ul style="list-style-type: none"> • Performance including all elements of playing mechanics. • Student demonstrates and teaches concepts to other students

B. Forms of Music

Standards:

- **MAS 7** - Perceive and analyze artistic work.
- **MAS 8** - Interpret intent and meaning in artistic work..
- **MAS 9** - Apply criteria to evaluate artistic work..
- **MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- **MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

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- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> • Classroom walkthroughs

Formative	Product	<ul style="list-style-type: none"> Demonstration of individual techniques.
Summative	Skill / Product	<ul style="list-style-type: none"> Performance including all elements of playing mechanics. Student demonstrates and teaches concepts to other students

C. Musical Elements

Standards:

- MAS 7** - Perceive and analyze artistic work.
- MAS 8** - Interpret intent and meaning in artistic work..
- MAS 9** - Apply criteria to evaluate artistic work..
- MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

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Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 5: Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> Classroom walkthroughs
Formative	Product	<ul style="list-style-type: none"> Demonstration of individual techniques.
Summative	Skill / Product	<ul style="list-style-type: none"> Performance including all elements of playing mechanics. Student demonstrates and teaches concepts to other students

D. Movement

- MAS 4** - Select, analyze and interpret artistic work for

presentation.

- **MAS 7** - Perceive and analyze artistic work.
- **MAS 8** - Interpret intent and meaning in artistic work..
- **MAS 9** - Apply criteria to evaluate artistic work..
- **MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- **MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

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5. Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

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- Quaver
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Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none">• Classroom walkthroughs
Formative	Product	<ul style="list-style-type: none">• Demonstration of individual techniques.
Summative	Skill / Product	<ul style="list-style-type: none">• Performance including all elements of playing mechanics.• Student demonstrates and teaches concepts to other students

V. Digital Composition

Digital Composition

- **MAS 1** - Generate and conceptualize artistic ideas and work.
- **MAS 2** - Organize and develop artistic ideas and work.
- **MAS 3** - Refine and complete artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with

appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
 Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> • Classroom walkthroughs
Formative	Product	<ul style="list-style-type: none"> • Demonstration of individual techniques.
Summative	Skill / Product	<ul style="list-style-type: none"> • Performance including all elements of playing mechanics. • Student demonstrates and teaches concepts to other students

VI. Music through the Decades

A. Styles of Music

B. Historical Significance

C. Music Elements

A. Styles of Music

- **MAS 7** - Perceive and analyze artistic work.
- **MAS 8** - Interpret intent and meaning in artistic work..
- **MAS 9** - Apply criteria to evaluate artistic work..
- **MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- **MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

5. Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> Classroom walkthroughs
Formative	Product	<ul style="list-style-type: none"> Demonstration of individual techniques.
Summative	Skill / Product	<ul style="list-style-type: none"> Performance including all elements of playing mechanics. Student demonstrates and teaches concepts to other students

B. Historical Significance

- MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

5. Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> Classroom walkthroughs
Formative	Product	<ul style="list-style-type: none"> Demonstration of individual techniques.
Summative	Skill / Product	<ul style="list-style-type: none"> Performance including all elements of playing mechanics. Student demonstrates and teaches concepts to other students

C. Music Elements

- MAS 7** - Perceive and analyze artistic work.
- MAS 8** - Interpret intent and meaning in artistic work..
- MAS 9** - Apply criteria to evaluate artistic work..
- MAS 10** - Synthesize and relate knowledge and personal experiences to make art.
- MAS 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with

appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
 Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)
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 5. Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Key Resources Used:

- Quaver
- Holt
- Silver Burdette
- Music K-8
- ACE

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> • Classroom walkthroughs
Formative	Product	<ul style="list-style-type: none"> • Demonstration of individual techniques.
Summative	Skill / Product	<ul style="list-style-type: none"> • Performance including all elements of playing mechanics. • Student demonstrates and teaches concepts to other students