

VISUAL AND PERFORMING ARTS K-8

Grade: Kindergarten

Standard 1.1 AESTHETICS A-B

ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Why should I care about the arts? What's the difference between a thoughtful and a thoughtless artistic judgment?

OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate a sensitivity and enjoyment of music.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will demonstrate an understanding of mood in music.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of students describing how music makes them feel.	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will develop an understanding of music as a means of self-expression.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

Standard 1.2 CREATION AND PERFORMANCE A-D

ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART

Essential Questions: How does creating and performing in the arts differ from viewing the arts? To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate appropriate posture and breathing technique while performing speech pieces and songs.	Chanting, and singing	Teacher observation of student performance while chanting, and singing	Varied repertoire of speech pieces, and vocal music

Standard 1.3 ELEMENTS AND PRINCIPALS OF THE ARTS A-D

ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Strands A-D: Dance, Music, Theater and Visual Arts			
How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate an awareness of pulse in music.	Chanting, singing, playing non pitched percussion instruments, and moving while listening to music	Teacher observation of students keeping and identifying the steady beat while chanting, singing, playing non pitched percussion instruments, and moving while listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and non pitched percussion instruments
The students will demonstrate an awareness of tempo in music.	Chanting, singing, playing non pitched percussion instruments, and moving while listening to music	Teacher observation of students identifying music as fast or slow while chanting, singing, playing non pitched percussion instruments, and moving while listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and non pitched percussion instruments
The students will demonstrate an awareness of dynamics in music.	Chanting, singing, playing non pitched percussion instruments, and moving while listening to music	Teacher observation of students identifying music as loud or soft while chanting, singing, playing non pitched percussion instruments	Varied repertoire of vocal and instrumental music, speech pieces, and non pitched percussion instruments
The students will demonstrate an awareness of duration in music.	Chanting, singing, playing non pitched percussion instruments, and moving while listening to music	Teacher observation of students identifying long and short rhythmic patterns while chanting, singing, playing non pitched percussion instruments and moving while listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and non pitched percussion instruments
Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	Books, sample art work, elements of principals of design techniques.	Teacher observation of students putting to use the elements of art and design.	Varied repertoire of art supplies and resources.
Essential Questions: Strands A-D: Dance, Music, Theater and Visual Arts			
How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?			

OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate an awareness of pitch in music.	Singing, playing pitched percussion instruments, and moving while listening to music	Teacher observation of students identifying pitches as higher or lower while singing, playing pitched instruments, and moving while listening to music	Varied repertoire of vocal and instrumental music, and pitched percussion instruments
The students will demonstrate an awareness of vocal tone color in music.	Chanting, singing, calling, and whispering	Teacher observation of students identifying and using different vocal tone colors while chanting, singing, calling, and whispering	Varied repertoire of vocal and music, and speech pieces

Standard 1.4 CRITIQUE A-B

ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Essential Questions: When is art criticism vital and when is it beside the point?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will explain using appropriate music terminology their personal preferences for specific musical works and styles.	Orally communicating opinions regarding musical works and styles	Teacher observation of student's opinion of musical works and styles Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

Standard 1.4 CRITIQUE A-B

ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Essential Questions: Does art define culture or does culture define art? What is old and what is new in any work of art? How important is "new" in art?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will develop an understanding of music as part of cultures and traditions.	Chanting, singing, playing non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and non pitched percussion instruments
The students will demonstrate audience behavior appropriate for the context and style of music performed.	Chanting, singing, playing non pitched percussion instruments, and listening to music	Teacher observation of student performance while chanting, singing, non pitched percussion instruments, and listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and non pitched percussion instruments

Grade: 1

Standard 1.1 AESTHETICS A-B

ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Why should I care about the arts? What's the difference between a thoughtful and a thoughtless artistic judgment?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate a sensitivity and enjoyment of music.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will demonstrate an understanding of mood in music.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of students describing how music makes them feel.	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will develop an understanding of music as a means of self-expression.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

Standard 1.2 CREATION AND PERFORMANCE A-D

ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: How does creating and performing in the arts differ from viewing the arts? To what extent does the viewer properly
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affect and influence the art and the artist and to what extent is the art for the artist?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate appropriate posture and breathing technique while performing songs.	Chanting, and singing	Teacher observation of student performance while chanting, and singing	Varied repertoire of speech pieces, and vocal music
The students will clap, chant, sing, and/or play from simple notation that includes pitch, rhythm, dynamics, and tempo.	Clapping, chanting, singing, and playing pitched or non pitched percussion instruments	Teacher observation of student performance while clapping, chanting, singing, and playing pitched or non pitched percussion instruments Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

Standard 1.3 ELEMENTS AND PRINCIPALS OF THE ARTS A-D

ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Strands A-D: Dance, Music, Theater and Visual Arts			
How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate an understanding of pulse in music.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance of identifying and keeping a steady beat while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will demonstrate an understanding of tempo in music.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance of identifying music of varied tempi while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will demonstrate an	Chanting, singing, playing pitched	Teacher observation of student	Varied repertoire of vocal and

understanding of dynamics in music.	or non pitched percussion instruments, and moving while listening to music	performance of identifying loud and soft while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music Teacher made worksheets and assignments	instrumental music, speech pieces, and pitched or non pitched percussion instruments
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Essential Questions: Strands A-D: Dance, Music, Theater and Visual Arts

How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?

OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate an understanding of rhythmic patterns (quarter notes, eighth notes, and quarter rests) in music.	Chanting, singing, playing non pitched percussion instruments, moving while listening to music, and, reading and notating rhythms	Teacher observation of student performance of using and identifying quarter notes, eighth notes, and quarter rests while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will demonstrate an understanding of <i>Mi, Sol, La</i> tonal patterns in music.	Chanting, singing, playing pitched percussion instruments, moving while listening to music, and, reading and notating pitches on the music staff	Teacher observation of student performance of using and identifying <i>Mi, Sol, and La</i> while chanting, singing, playing pitched percussion instruments, and moving while listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, and pitched percussion instruments
The students will demonstrate an understanding of the tone colors of various classroom instruments.	Chanting, singing, playing non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance of identifying instrumental tone colors while chanting, singing, playing non pitched percussion instruments, and moving Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and non pitched percussion instruments

Essential Questions: Strands A-D: Dance, Music, Theater and Visual Arts			
How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate an understanding of AB form.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance of identifying AB form while chanting, singing, playing pitched or non pitched percussion instruments, and moving Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

Standard 1.4 CRITIQUE A-B

ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Essential Questions: When is art criticism vital and when is it beside the point?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will explain using appropriate music terminology their personal preferences for specific musical works and styles.	Orally communicating opinions regarding musical works and styles	Teacher observation of student's opinion of musical works and styles Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

Standard 1.4 CRITIQUE A-B

ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Essential Questions: Does art define culture or does culture define art? What is old and what is new in any work of art? How important is "new" in art?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will develop an understanding of music as part of cultures and traditions.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

The students will demonstrate audience behavior appropriate for the context and style of music performed.	Chanting, singing, playing pitched or non pitched percussion instruments, and listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will develop an understanding of styles and periods of music through association of selected compositions with their composers and the home countries and ears of history in which they were written.	Chanting, singing, playing pitched or non pitched percussion instruments, and listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and moving listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

Grade: 2

Standard 1.1 AESTHETICS A-B

ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Why should I care about the arts? What's the difference between a thoughtful and a thoughtless artistic judgment?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate a sensitivity and enjoyment of music.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will demonstrate an understanding of mood in music.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of students describing how music makes them feel.	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will develop an understanding of music as a means of self-expression.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

Standard 1.2 CREATION AND PERFORMANCE A-D

ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: How does creating and performing in the arts differ from viewing the arts? To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate appropriate posture and breathing technique while performing songs.	Chanting, and singing	Teacher observation of student performance while chanting, and singing	Varied repertoire of speech pieces, and vocal music
The students will vocalize the “home tone” of familiar and unfamiliar songs.	Singing	Teacher observation of student performance while singing	Varied repertoire of vocal music
The students will clap, chant, sing, and/or play from simple notation that includes pitch, rhythm, dynamics, and tempo.	Clapping, chanting, singing, and playing pitched or non pitched percussion instruments	Teacher observation of student performance while clapping, chanting, singing, and playing pitched or non pitched percussion instruments Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.	Books on diverse cultures, worksheets teacher made	Teacher made worksheets and assignments	Art books and worksheets

Standard 1.3 ELEMENTS AND PRINCIPALS OF THE ARTS A-D

ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Strands A-D: Dance, Music, Theater and Visual Arts			
How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate an understanding of pulse in music.	Chanting, singing, playing pitched or non pitched percussion	Teacher observation of student performance of identifying and	Varied repertoire of vocal and instrumental music, speech pieces,

	instruments, and moving while listening to music	keeping a steady beat while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	and pitched or non pitched percussion instruments
Essential Questions: Strands A-D: Dance, Music, Theater and Visual Arts			
How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate an understanding of tempo in music.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance of identifying music of varied tempi while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will demonstrate an understanding of dynamics in music.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance of identifying loud and soft while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will demonstrate an understanding of rhythmic patterns (quarter notes, eighth notes, quarter rests, and half notes) in music.	Chanting, singing, playing non pitched percussion instruments, moving while listening to music, and, reading and notating rhythms	Teacher observation of student performance of using and identifying quarter notes, eighth notes, and quarter rests while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The basic elements of art and principles of design govern art	Teacher lesson plans	Teacher made worksheets and assignments	Art supplemental materials

creation and composition.			
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Essential Questions: Strands A-D: Dance, Music, Theater and Visual Arts			
How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will demonstrate an understanding of <i>Do, Re, Mi, Sol, La</i> tonal patterns in music.	Chanting, singing, playing pitched percussion instruments, moving while listening to music, and, reading and notating pitches on the music staff	Teacher observation of student performance of using and identifying <i>Do, Re, Mi, Sol, and La</i> while chanting, singing, playing pitched percussion instruments, and moving while listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, and pitched percussion instruments
The students will demonstrate an understanding of the tone colors of various classroom instruments.	Chanting, singing, playing non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance of identifying instrumental tone colors while chanting, singing, playing non pitched percussion instruments, and moving while listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and non pitched percussion instruments
The students will demonstrate an understanding of Rondo form.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance of identifying Rondo form while chanting, singing, playing pitched or non pitched percussion instruments, and moving Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

Standard 1.4 CRITIQUE A-B

ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Essential Questions: When is art criticism vital and when is it beside the point?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will explain using appropriate music terminology their personal preferences for specific musical works and styles.	Orally communicating opinions regarding musical works and styles	Teacher observation of student's opinion of musical works and styles Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

Standard 1.4 CRITIQUE A-B

ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Essential Questions: Does art define culture or does culture define art? What is old and what is new in any work of art? How important is "new" in art?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will develop an understanding of music as part of cultures and traditions.	Chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and moving while listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will demonstrate audience behavior appropriate for the context and style of music performed.	Chanting, singing, playing pitched or non pitched percussion instruments, and listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and listening to music	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments

Essential Questions: Does art define culture or does culture define art? What is old and what is new in any work of art? How important is "new" in art?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will develop an understanding of styles and periods of music through association of selected compositions with their composers and the home countries and eras of history in which they were written.	Chanting, singing, playing pitched or non pitched percussion instruments, and listening to music	Teacher observation of student performance while chanting, singing, playing pitched or non pitched percussion instruments, and moving listening to music Teacher made worksheets and assignments	Varied repertoire of vocal and instrumental music, speech pieces, and pitched or non pitched percussion instruments
The students will identify and	Orally describing the roles of	Teacher observation of student's	Varied repertoire of vocal and

describe roles of musicians in various music settings and cultures	musicians in various music settings and cultures.	answers of the roles of musicians in various music settings and cultures Teacher made worksheets and assignments	instrumental music, speech pieces, and pitched or non pitched percussion instruments
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Grade: Six

Standard 1.1 AESTHETICS A-B

ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Why should I care about the arts? What's the difference between a thoughtful and a thoughtless artistic judgment?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will learn about Beethoven and Mozart, and their impact on modern music	They will take notes on prepared lectures and comment on recordings of their music	The teacher will facilitate the discussions and proctor a test	Recordings of Beethoven & Mozart's music, teacher's lesson plans
The students will compare and contrast two songs	The students will learn specific musical terms and criteria used for critique, and then make a poster comparing the songs	Teacher will grade posters and proctor a quiz on the musical terms.	Teacher's lesson plans
The students will debate what is and is not music	Various recordings and musical examples will be presented to the class for debate	Teacher facilitation of discussion since there truly exists no "right" or "wrong" answer	Recordings of various pieces of music.
The chorus and band students will comment on their own performances	Discussions will be facilitated by the teacher based upon the performances and progress the group makes	The teacher will guide this discussion and aim to improve their performance based upon their comments	Instrumental and choral music.

Standard 1.2 CREATION AND PERFORMANCE A-D

ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: How does creating and performing in the arts differ from viewing the arts? To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?
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OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The chorus and band students will discuss the differences that exist between performing music and listening to music.	Their own performances and rehearsals, listening exercises in class	Teacher will assess how well or poorly they are performing and objectively progress the discussion	Instrumental and Vocal music.

Standard 1.3 ELEMENTS AND PRINCIPALS OF THE ARTS A-D

ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Strands A-D: Dance, Music, Theater and Visual Arts			
How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will understand melody.	Note taking, listening, and discussion	A quiz will be given at the end of this unit.	Teacher notes and various musical recordings.
The students will understand harmony	Note taking, listening, and discussion	A quiz will be given at the end of this unit.	Teacher notes and various musical recordings.
The students will understand rhythm	Note taking, clapping, listening, and discussion	A quiz will be given at the end of this unit.	Teacher notes and various musical recordings.
The students will understand tempo	Note taking, clapping, listening, and discussion	A quiz will be given at the end of this unit.	Teacher notes and various musical recordings.
The students will understand texture	Note taking, listening, and discussion	A quiz will be given at the end of this unit.	Teacher notes and various musical recordings.
The students will understand form	Note taking, listening, and discussion	A quiz will be given at the end of this unit.	Teacher notes and various musical recordings.
The students will understand dynamics	Note taking, listening, and discussion	A quiz will be given at the end of this unit.	Teacher notes and various musical recordings.
Visual statements in art are derived from the basic elements	Note taking, listening, and discussion	A quiz will be given at the end of this unit.	Teacher notes and art supplies

of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.			
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Standard 1.4 CRITIQUE A-B

ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Essential Questions: When is art criticism vital and when is it beside the point?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will effectively comment on various pieces of music	Open discussions, making a poster that compares and contrasts two songs	Facilitation of discussions, grading the poster that compares the two songs	Various recordings
The band and chorus students will effectively comment on their own performance as to improve their musicality	Intermittent discussions during rehearsals for students to reflect and discuss their own playing	Facilitation of discussions	Instrumental and Choral music.

Standard 1.4 CRITIQUE A-B

ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Essential Questions: Does art define culture or does culture define art? What is old and what is new in any work of art? How important is “new” in art?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES

The students will learn about Beethoven and Mozart and learn their relevance in today's music	Note taking, listening, discussion	Facilitation of discussions, test on Beethoven and Mozart	Various recordings
The band and chorus students will understand the social context of any ethnic music they perform	Singing, playing discussion	Teacher will grade students based upon how hard they have tried to learn material.	Instrumental and Choral music.

Grade: 7

Standard 1.1 AESTHETICS A-B

ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Why should I care about the arts? What's the difference between a thoughtful and a thoughtless artistic judgment?

OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will learn about the four eras of music and comment on their relevance and validity.	Note taking, listening to musical examples, discussions	Facilitation of discussions, a quiz given at the end of the unit	Various recordings
The students will debate what is and is not music	Various recordings and musical examples will be presented to the class for debate	Teacher facilitation of discussion since there truly exists no "right" or "wrong" answer	Recordings of various pieces of music.
The chorus and band students will comment on their own performances	Discussions will be facilitated by the teacher based upon the performances and progress the group makes	The teacher will guide this discussion and aim to improve their performance based upon their comments	Instrumental and choral music.

Standard 1.2 CREATION AND PERFORMANCE A-D

ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: How does creating and performing in the arts differ from viewing the arts? To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The chorus and band students will discuss the differences that exist between performing music and listening to music.	Their own performances and rehearsals, listening exercises in class	Teacher will assess how well or poorly they are performing and objectively progress the discussion	Instrumental and Vocal music.

Standard 1.3 ELEMENTS AND PRINCIPALS OF THE ARTS A-D

ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Strands A-D: Dance, Music, Theater and Visual Arts			
How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will understand the concepts surrounding intervals and chords	Note taking, listening to musical examples	A quiz on the material	A piano
The students will learn how to write major and minor scales	Note taking, in class drills, listening to musical examples	A quiz on the material	Mock keyboards made by teacher, a piano

Standard 1.4 CRITIQUE – A-B

ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Essential Questions: When is art criticism vital and when is it beside the point?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will effectively comment on various pieces of music	Open discussions, making a poster that compares and contrasts two songs	Facilitation of discussions, grading the poster that compares the two songs	Various recordings
The band and chorus students will effectively comment on their own performance as to improve their musicality	Intermittent discussions during rehearsals for students to reflect and discuss their own playing	Facilitation of discussions	Instrumental and Choral music.

Standard 1.4 CRITIQUE – A-B

ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Essential Questions: Does art define culture or does culture define art? What is old and what is new in any work of art? How important is “new” in art?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will understand aspects of the baroque era.	Note taking, discussions, listening to recordings	Facilitation of discussions, a quiz on the material.	Various musical recordings.
The students will understand aspects of the classical era.	Note taking, discussions, listening to recordings	Facilitation of discussions, a quiz on the material.	Various musical recordings.
The students will understand aspects of the romantic era.	Note taking, discussions, listening to recordings	Facilitation of discussions, a quiz on the material.	Various musical recordings.
The students will understand aspects of the contemporary era.	Note taking, discussions, listening to recordings	Facilitation of discussions, a quiz on the material.	Various musical recordings.
The band and chorus students will understand the social context of any ethnic music they perform	Singing, playing discussion	Teacher will grade students based upon how hard they have tried to learn material.	Instrumental and Choral music.

Grade: 8

Standard 1.1 AESTHETICS A-B

ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Why should I care about the arts? What’s the difference between a thoughtful and a thoughtless artistic judgment?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will listen to jazz music and comment effectively	Note taking, listening to musical examples, discussions	Facilitation of discussions, a quiz given at the end of the unit	Various recordings

The students will listen to opera music and comment effectively	Note taking, listening to musical examples, discussions	Facilitation of discussions, a quiz given at the end of the unit	Various recordings
The students will listen to popular music and comment effectively	Note taking, listening to musical examples, discussions	Facilitation of discussions, a quiz given at the end of the unit	Various recordings

Standard 1.2 CREATION AND PERFORMANCE A-D

ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: How does creating and performing in the arts differ from viewing the arts? To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will perform specific rhythms that they have written	Rhythmic writing, reading, performing, note taking, discussions	Facilitating note taking and discussions, directing performance, proctoring a quiz	Various pieces of percussion equipment
The students will write a pop song	Note taking, writing exercises, discussion	Facilitating note taking and discussions, guiding compositional process, a quiz at the end of the unit	Teacher's lesson plans
The chorus and band students will discuss the differences that exist between performing music and listening to music.	Their own performances and rehearsals, listening exercises in class	Teacher will assess how well or poorly they are performing and objectively progress the discussion	Instrumental and Vocal music.

Standard 1.3 ELEMENTS AND PRINCIPALS OF THE ARTS A-D

ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Strands A-D: Dance, Music, Theater and Visual Arts			
How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will understand elements of jazz music	Note taking, discussions, listening examples	A quiz will be given at the end of the unit	Various recordings

The students will understand elements of the opera	Note taking, discussions, listening examples	A quiz will be given at the end of the unit	Various recordings
The students will understand characteristics of popular music	Note taking, discussions, listening examples	A quiz will be given at the end of the unit	Various recordings
The students will learn how to read, write, and perform musical rhythms	Note taking, discussions, listening examples	A quiz will be given at the end of the unit	Various recordings

Standard 1.4 CRITIQUE A-B

ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Essential Questions: When is art criticism vital and when is it beside the point?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will effectively comment on various pieces of music	Open discussions, making a poster that compares and contrasts two songs	Facilitation of discussions, grading the poster that compares the two songs	Various recordings
The band and chorus students will effectively comment on their own performance as to improve their musicality	Intermittent discussions during rehearsals for students to reflect and discuss their own playing	Facilitation of discussions	Instrumental and Choral music.

Standard 1.3 ELEMENTS AND PRINCIPALS OF THE ARTS A-D

ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Essential Questions: Does art define culture or does culture define art? What is old and what is new in any work of art? How important is “new” in art?			
OBJECTIVES	ACTIVITIES	ASSESSMENT	RESOURCES
The students will learn the history of the blues and jazz, and how it relates to the African American struggle from reconstruction through modern times.	Note taking, discussions, music listening	Facilitating discussions, a quiz given at the end of the unit	Various recordings, teacher’s lesson plans

The students will learn about opera and how it transcends into today's musical theater	Note taking, discussions, music listening	Facilitating discussions, a quiz given at the end of the unit	Various recordings, teacher's lesson plans
The students will learn about popular music and how it relates to modern culture.	Note taking, discussions, music listening	Facilitating discussions, a quiz given at the end of the unit, the students will write a pop song after the quiz	Various recordings, teacher's lesson plans