

**Curriculum Mapping: 7-8th Grade Ensembles (Band, Orchestra, Chorus) Proficient
Meadville Area Senior High School**

Essential Question	National Music Standards (NAfME)	Competency	Strategy	Modifications/Extensions	Resource	Vocabulary/Material	Introduced Mastered Reviewed	Form of Assessment/DO K Levels
<p>How do musicians generate creative ideas?</p> <p>How do musicians make create decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	<p>Creating</p>	<p>Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.</p> <p>Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.</p> <p>Preserve draft compositions and improvisations through standard notation and audio recording.</p> <p>Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p> <p>Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.</p>	<p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p>Extensions will be utilized out of the SoM Series.</p> <p>Modifications will be done as needed.</p>	<p>Standards of Excellence - Band</p> <p>Essential Elements - Strings</p> <p>Selected purchased music</p> <p>Online Resource</p>	<p>Classroom Instruments</p> <p>Music Terminology</p>		<p>Aural</p> <p>Written</p> <p>Performance</p> <p>Social Responsibility</p>

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<p>How do performer select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p> <p>When is a performance judge ready to present? How do context and the manner in which musical work is presented influence audience response?</p>	<p>Performing</p>	<p>Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</p> <p>Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. Develop strategies to address expressive challenges in a repertoire of music, and evaluate success using feedback from peers and other sources to refine performances.</p> <p>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p>Extensions will be utilized out of the SoM Series.</p> <p>Modifications will be done as needed.</p>	<p>Spotlight on Music</p> <p>Music K-8</p> <p>Online Resource</p>	<p>Classroom Instruments</p> <p>Music Terminology</p>		<p>Aural</p> <p>Written</p> <p>Performance</p> <p>Social Responsibility</p>

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<p>How do individuals choose music to experience?</p> <p>How does understanding the structure and context of music inform a response?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical work(s) and performance (s)?</p>	Responding	<p>Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>Explain how the analysis of passages and understanding the way the elements of music are manipulated in response to music.</p> <p>Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research</p> <p>Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.</p>	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>The personal evaluation of musical works(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p>Extensions will be utilized out of the SoM Series.</p> <p>Modifications will be done as needed.</p>	<p>Spotlight on Music</p> <p>Music K-8</p> <p>Online Resource</p>	<p>Classroom Instruments</p> <p>Music Terminology</p>		<p>Aural</p> <p>Written</p> <p>Performance</p> <p>Social Responsibility</p>
<p>How do musicians make meaningful connections to breathing, performing, and responding?</p> <p>How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music?</p>	Connecting	<p>Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.</p> <p>Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research</p>	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding</p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>	<p>Extensions will be utilized out of the SoM Series.</p> <p>Modifications will be done as needed.</p>	<p>Spotlight on Music</p> <p>Music K-8</p> <p>Online Resource</p>	<p>Classroom Instruments</p> <p>Music Terminology</p>		<p>Aural</p> <p>Written</p> <p>Performance</p> <p>Social Responsibility</p>
		<p>music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p>						