

Curriculum Map: Music Theory
Meadville Area Senior High School

Essential Question	National Music Standards (NAfME)	Competency (Proficient)	Competency (Accomplished)	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>	Creating	<p>Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</p> <p>Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).</p> <p>Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p> <p>Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.</p> <p>Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.</p>	<p>Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.</p> <p>Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.</p> <p>Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary).</p> <p>Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p> <p>Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent</p> <p>Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.</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>Musician's presentation of creative work is the culmination of a process of creation and communication.</p>	Modifications will be done as needed.	<p>The Musicians Guide to Theory and Analysis</p> <p>The Musicians Guide to Theory and Analysis Workbook</p>	Music Terminology		<p>Aural</p> <p>Written</p> <p>Performance</p> <p>Social Responsibility</p>

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<p>How do performers 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 judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>	Performing	<p>Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).</p> <p>Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.</p> <p>Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.</p> <p>Create rehearsal plans for works, identifying repetition and variation within the form.</p> <p>Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.</p> <p>Identify and implement strategies for improving the technical and expressive aspects of multiple works.</p> <p>Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.</p> <p>Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</p>	<p>Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.</p> <p>Analyze how the elements of music (including form) of selected works relate to the style, function, and context, and explain the implications for rehearsal and performance.</p> <p>Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intent.</p> <p>Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.</p> <p>Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.</p> <p>Identify and implement strategies for improving the technical and expressive aspects of varied works.</p> <p>Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.</p> <p>Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.</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>	Modifications will be done as needed.		Music Terminology		<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 teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.</p> <p>Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p>Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p>Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.</p> <p>Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.</p>	<p>Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.</p> <p>Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p>Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p> <p>Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.</p> <p>Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.</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>	Modifications will be done as needed.		Music Terminology		<p>Aural</p> <p>Written</p> <p>Performance</p> <p>Social Responsibility</p>

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<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>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.</p> <p>Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).</p> <p>Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.</p>	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.</p> <p>Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.</p> <p>Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.</p> <p>Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</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>	Modifications will be done as needed.		Music Terminology		<p>Aural</p> <p>Written</p> <p>Performance</p> <p>Social Responsibility</p>

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		<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</p> <p>Analyze how the elements of music (including form) of the selected work(s) relate to the style and mood, and explain the implications for rehearsal or performance.</p> <p>Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</p> <p>Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p>	<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Assemble and organize multiple sounds or musical ideas to create an initial expressive statement of selected sonic events, memories, images, concepts, texts, or storylines.</p> <p>Analyze how the elements of music (including form) of the selected work(s) relate to the style, function, and context, and explain the implications for rehearsal and performance.</p> <p>Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.</p> <p>Analyze aurally and/or by reading the scores of musical works, the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.</p>						