Visual and Performing Arts Curriculum
Alpha Public School

Pacing Guide Visual and Performing Arts

Grade 6-8

Topic	Marking Period	Number of Days
Dance (Creating)	Marking Period 1 (Sept-Oct)	8 weeks (8-10 days)
Dance (Performing)	Marking Period 2 (Nov-Jan)	8 weeks (8-10 days)
Dance (Responding)	Marking Period 3 (Feb-March)	8 weeks (8-10 days)
Dance (Connecting)	Marking Period 4 (April-May)	8 weeks (8-10 days)
Media Arts (Creating)	Marking Period 1 (Sept-Oct)	8 weeks (8-10 days)
Media Arts (Producing)	Marking Period 2 (Nov-Jan)	8 weeks (8-10 days)
Media Arts (Responding)	Marking Period 3 (Feb-March)	8 weeks (8-10 days)
Media Arts (Connecting)	Marking Period 4 (April-May)	8 weeks (8-10 days)
Music (Creating)	Marking period 1-4	Meet once a week
Music (Performing)	Marking period 1-4	Meet once a week
Music (Responding)	Marking period 1-4	Meet once a week
Music (Connecting)	Marking period 1-4	Meet once a week
Theatre (Creating)	Marking Period 1 (Sept-Oct)	8 weeks (8-10 days)
Theatre (Performing)	Marking Period 2 (Nov-Jan)	8 weeks (8-10 days)
Theatre (Responding)	Marking Period 3 (Feb-March)	8 weeks (8-10 days)
Theatre (Connecting)	Marking Period 4 (April-May)	8 weeks (8-10 days)
Visual Arts (Creating)	Marking Period 1 (Sept-Oct)	8 weeks (8-10 days)
Visual Arts (Presenting)	Marking Period 2 (Nov-Jan)	8 weeks (8-10 days)
Visual Arts (Responding)	Marking Period 3 (Feb-March)	8 weeks (8-10 days)
Visual Arts (Connecting)	Marking Period 4 (April-May)	8 weeks (8-10 days)

Grade: 6-8

Standard: 1.1	**Content Topic:** Dance- Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.1.8.Cr1a	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. Where do choreographers get ideas for dances?	Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills.
1.1.8.Cr1b	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. Where do choreographers get ideas for dances?	Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
1.1.8.Cr2a	The elements of dance, dance structure, and choreographic devices serve as both a foundation and a departure point for choreographers. What influences choice-making in creating choreography?	Demonstrate a variety of choreographic devices and structures (e.g., ABA, plaindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation) to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.	The student identifies and demonstrates choreographic principles and processes in the art form of dance.
1.1.8.Cr2b	The elements of dance, dance structure, and choreographic devices serve as both a foundation and a departure point for choreographers. What influences choice-making in creating choreography?	Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.	The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement

1.1.8.Cr3a	Choreographers analyze, evaluate, refine, and document their work to communicate meaning. How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?	Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact artistic intent.	The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement
1.1.8.Cr3b	Choreographers analyze, evaluate, refine, and document their work to communicate meaning. How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?	Record changes in a dance sequence through writing and / or drawing (e.,g. Directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology	The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement

Standard: 1.1	**Content Topic:** Dance- Performing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.1.8.Pr4a	Space, time and energy are basic elements of dance. How do dancers work with space, time and energy to communicate artistic expression?	Perform planned and improvised movement sequences, with increasing complexity in the use of floor and air pathways, including spatial designs for movement interest and contrast to sculpt the body in space.	The student demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement
1.1.8.Pr4b	Space, time and energy are basic elements of dance. How do dancers work with space, time and energy to communicate artistic expression?	Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.	The student demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement
1.1.8.Pr4c	Space, time and energy are basic elements of dance. How do dancers work with space, time and energy to communicate artistic expression?	Perform planned and improvised movement sequence and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization	The student demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement
1.1.8.Pr5a	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. How is the body used as an instrument for technical and artistic expression?	Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
1.1.8.Pr5b	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and	Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This

	traditions. How is the body used as an instrument for technical and artistic expression?	dancing body	includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
1.1.8.Pr5c	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. How is the body used as an instrument for technical and artistic expression?	Demonstrate use of elongated spine and engage in release of tension from spine / shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non-vertical alignment. Maintain organization of the body while moving through space.	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
1.1.8.Pr5d	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. How is the body used as an instrument for technical and artistic expression?	Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates)	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
1.1.8.Pr5e	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. How is the body used as an instrument for technical and artistic expression?	Transfer vocabulary and codified movements from various styles / genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing	The student understands and demonstrates knowledge of dance related vocabulary
1.1.8.Pr6a	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?	Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill	The student understands and demonstrates dance in relation to its historical, cultural and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.
1.1.8.Pr6b	Dancers use the mind-body connection and develop the body as an instrument for artistry and	Apply specific feedback in rehearsal to refine performance accuracy, consistency and	The student demonstrates choreographic principles and

	artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?	expressiveness. Clarify the execution of complex patterns, sequences and formations	processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement
1.1.8.Pr6c	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?	Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.	The student demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement
1.1.8.Pr6d	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?	Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances	The student demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement

Standard: 1.1	**Content Topic:** Dance- Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.1.8.Re7a	Dance is perceived and analyzed to comprehend its meaning. How is dance understood?	Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent	The student identifies and demonstrates the dance elements of time, space and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers to develop patterns.
1.1.8..Re7b	Dance is perceived and analyzed to comprehend its meaning. How is dance understood?	Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.	The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.
1.1.8.Re8a	Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. How is dance interpreted?	Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.	The student understands and demonstrates knowledge of dance related vocabulary
1.1.8.Re9a	Criteria for evaluating dance vary across genres, styles and cultures. What criteria are used to evaluate dance	Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style and / or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	The student understands and demonstrates knowledge of dance related vocabulary

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Standard: 1.1	**Content Topic:** Dance- Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.1.8.Cn10a	As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. How does dance deepen our understanding of ourselves, other knowledge and events around us?	Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.	The student identifies and demonstrates the dance elements of time, space and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.
1.1.8.Cn10b	As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. How does dance deepen our understanding of ourselves, other knowledge and events around us?	Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.	The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life
1.1.8.Cn11a	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. How does knowing about societal, cultural, historical, and community experiences expand dance literacy?	Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.	The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily lif

Suggested Activities	
6th grade	● Moving- The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement ● Investigating- The student identifies and demonstrates the dance elements of time, space and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers ● Creating- The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement

	● Contextualizing- the student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life. ● Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections ● Read a section from both a historical novel and a fantasy story while dancing the locomotor and axial sequence. See how it changes the mood of the dance and dance the energy qualities it promotes. Discuss the difference between a historical novel and a fantasy story ● Compare the rhythms in poetry to dance. Notice some poetry has a metric rhythm (AB patterns) while other poetry has a breath or non-metric rhythm (haikus) ● Pay attention to punctuation while reading to create the right rhythm for the context and emotions of the story ● Brainstorm multi-meaning words for line and focus. Clarify their meaning in relationship to dance ● Reflect and discuss ways to improve student choreography ● Write a story that includes dart, tremble, float, suspend, rebound and swing. Be creative, yet accurate with punctuation, spelling, and sentence structure ● Read a story about a different culture. Collaboratively discuss the differences of that culture to our culture
7th grade	● Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections. ● Read a section from both a historical novel and a fantasy story while dancing the locomotor and axial sequence. See how it changes the mood of the dance and dance the energy qualities it promotes. Discuss the differences between a historical novel and a fantasy story.
8th grade	● See 6th and 7th grade above

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher observation Student Growth Objective Dress Rehearsal Final Performance Alternative Assessment- allow students to create a multimedia presentation Allow students to use technology to express themselves through another medium	● SWBAT practice a movement phrase that includes strength, flexibility and endurance. The student will alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities. Then students will practice a complex locomotor and axial sequence. The students should alter the sequence's breath and metric rhythms, spatial directions, shaping of the body and energy qualities. ● SWBAT identify two pieces of music, one with a rhapsodic rhythm (or non-metric) and one with a clear meter. Compare the difference. Play each song again and improvise movement to the music. ● SWBAT dance the opposite movement to the opposite music (e.g., dance with a beat to the rhapsodic song and dance a breath rhythm to a metered song). Notice how difficult it is ● SWBAT create and perform a dance that contains both metric rhythms and breath rhythms. ● SWBAT improvise line in space by creating single body part shapes or whole body shapes alone, with a partner or as a group. Every time a shape is created, change the focus and see how that affects	Music and Audio player CD, radio Bluetooth speaker Students should wear appropriate clothing and footwear

	the shape. ● SWBAT improvise by allowing the focus to lead the movement. Wherever you look you must move that direction. Try moving the opposite direction of the focus. ● SWBAT create a movement phrase that includes line and focus in space. Then connect with a partner or small group to combine their individual phrases to create a longer dance. Perform the dance with concentration and focus. ● SWBAT improvise and explore movement possibilities while calling out the words, dar, tremble, float, suspend, rebound and swing. ● SWBAT place two sections of word strips. One section includes dart, tremble, float, suspend, rebound and swing. The other section includes low, tremble with accents, rebound backwards, etc.) Perform and analyze ● SWBAT take everyday actions (brushing teeth, tying shoes, eating dinner) and abstract the ideas into movement through exaggeration, diminution or by altering space, time or energy. ● SWBAT learn and perform an authentic ceremonial or ritual dance (e.g., Hora Agadati from Israel, Tinikling from Phillipines or Progressive Circle from USA) ● SWBAT create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement. ● SWBAt practice a movement phrase that includes strength, flexibility and endurance. The students will alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities. Then students will practice a complex locomotor and axial sequence. The students should alter the sequence's breath and metric rhythms, spatial directions, shaping of the body and energy qualities.	

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Music and Audio player CD, radio Bluetooth speaker Dance Videos on youtube	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own clearly

Grade: 6-8

Standard: 1.2	**Content Topic:** Media Arts - Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.2.8.Cr1a	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?	Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.	Students will formulate variations of goals and solutions for media artworks by practicing these creative processes through various media programs.
1.2.8.Cr1b	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?	Organize and design artistic ideas for media arts productions	Students will design a 3Dimensional pendant using Adobe Draw and Photoshop. They will organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.
1.2.8.Cr1c	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?	Critique plans, prototypes and production processes considering purposeful and expressive intent	Students will design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.
1.2.8.Cr2a	Media artists plan, organize and develop creative ideas	Organize and design artistic ideas for media arts productions	Students will create a 3Dimensional sculpture using a

	that can effectively realize the artistic intent and communicate meaning. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?		program called 3D Slash. It is a program that creates pictures in 3D form. They will organize, propose, and evaluate their artistic ideas, plans, prototypes, and production processes..
1.2.8.Cr2b	Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?	Critique plans, prototypes and production processes considering purposeful and expressive intent	Students will design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.
1.2.8.Cr3a	The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve / refine their work?	Experiment with and implement multiple approaches that integrate content and stylistic conventions	Students will generate ideas, goals, and solutions for original media artworks through application of creating comics, creating personal Emojis, and personal logo designs and Icons.
1.2.8.Cr3b	The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve / refine their work?	Communicate an intentional purpose and meaning utilizing varying point of view and perspective	Students will Implement various production processes to integrate content and stylistic conventions for theme and unity. They will utilize a range of associated principles, such as point of view and perspective.
1.2.8.Cr3c	The forming, integration and refinement of aesthetic components, principles and	Refine and modify artistic choices to reflect an understanding of purpose, narrative structures,	Students will refine and modify their media artworks. They will improve technical quality and

	processes creates purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve / refine their work?	composition, audience and context	intentionally accentuate selected expressive and stylistic elements.

Standard: 1.2	**Content Topic:** Media Arts - Producing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.2.8Pr4a	Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. How are complex media arts constructed? At what point is a work considered "complete"	Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre)	Students will develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, and problem-solving.
1.2.8Pr5a	Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks	Students will demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks in various programs such as, Sketch Pad, Imovie, Pixilart. And Krita.
1.2.8Pr5b	Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.	Students will exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks in the various media programs.
1.2.8Pr5c	Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks	Students will develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, and problem-solving.
1.2.8.Pr6a	Media artists present, share and distribute media artworks through various social, cultural and political contexts. How does time,	Analyze and design various presentation formats and tasks in the presentation and / or distribution of media artworks	Students will demonstrate the adaptability of using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing

	place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?		media artworks.
1.2.8.Pr6b	Media artists present, share and distribute media artworks through various social, cultural and political contexts. How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?	Analyze benefits and impacts from presenting media artworks	Students will evaluate the results of and implement improvements for presenting media artworks through the various media programs and projects.

Standard: 1.2	**Content Topic:** Media Arts - Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.2.8.Re7a	Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?	Compare, contrast and analyze the qualities of and relationships between the components and styles in media artworks	Students will determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
1.2.8.Re7b	Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?	Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intentions when addressing global issues including climate change	Students will describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.
1.2.8.Re8a	Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as	Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.	Students will describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.

	text? How does knowing and using arts vocabulary help us understand and interpret works of art?		
1.2.8.Re9a	Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?	Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals	Students will evaluate media art works and production processes with developed criteria, considering context and artistic goals

Standard: 1.2	**Content Topic:** Media Arts - Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.2.8.Cn10a	Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?	Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works	Students will research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.
1.2.8.Cn10b	Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?	Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events	Students will explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events through creating an album into a movie or photo story using a video editor.
1.2.8.Cn11a	Understanding connections to varied contexts and daily life enhances a media artist's work. How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts and daily life inform the creation, performance and response to media arts?	Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works)	Students will explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events through creating an album into a movie or photo story using a video editor.
1.2.8.Cn11b	Understanding connections to varied contexts and daily life	Explain and demonstrate how media artworks expand meaning	Students will research and show how media artworks and ideas

	enhances a media artist's work. How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts and daily life inform the creation, performance and response to media arts?	and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy)	relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment relate to cultural experiences, such as local and global events.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher observation Student Growth Objective Project Assessment Rubric Final Media Art project Alternative Assessment- allow students to create a multimedia art project. Allow students to use other technology to express themselves for media art projects.	SWBAT learn how to use various Media Art programs. SWBAT design and create A 3D pendant using Adobe Draw and Photoshop. SWBAT will be able to experience 3D sculpting using the 3D Slash program. SWBAT create drawings, pictures, and paintings using programs: Comic software, Imovie, Video Editor Plus for Windows, Krita, Sketch Pad and Pixilart,	Students will use technology to express themselves through various Media Art programs. Adobe Draw, Photoshop, 3D Slash, Comic software, Imovie, Video Editor Plus for Windows, Krita, Pixilart, and Sketch Pad. .

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Art Videos on YouTube Various media arts software Photo editing websites and apps	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own clearly

Grade: 6-8

Standard: 1.3	**Content Topic:** General Music - Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3A.8.Cr1a	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical)	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc.)
1.3.A.8.Cr2a	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent	-Complete planning questions about composition (what changes you liked, what found sounds you will use, what symbols you will use, what instruments you will use, which musical elements you will change, etc.)
1.3.A.8.Cr2b	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Use standard and / or iconic notation and / or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences	- Compose a zipper bag song using iconic notation that includes all musical elements - Compose a rhythm rondo in standard notation that includes all musical elements - Compose a Theme and Variations in standard notation that includes all musical elements
1.3.A.8.Cr3a	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources	- Complete planning and reflection questions about composition
1.3.A.8.Cr3b	Musicians evaluate and refine	Present to others final versions of	- Perform composition to the class

	their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive ideas	using instruments, rhythms, notes, and musical elements as written in the composition

Standard: 1.3	**Content Topic:** General Music - Performing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3.A.8.Pr4a	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. How do performers select repertoire?	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices	- Discuss the purpose of music selected for performances
1.3.A.8.Pr4b	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. How do performers select repertoire?	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each	- Identify form and how musical elements are used in different sections of music
1.3.A.8.Pr4c	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. How do performers select repertoire?	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and / or harmonic notation	- Play/clap rhythmic patterns - Identify the notes of a composition
1.3.A.8.Pr4d	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. How do performers select repertoire?	Identify and explain how cultural and historical context inform performances and result in different musical effects	- Watch/read composer biographies and history of music styles from classical/romantic/20th century, styles of jazz including dixieland, swing, blues, bebop, cool, modal, fusion, music in movies/tv, and protest music of the 20th/21st century - Identify music elements and performance styles for music time periods
1.3.A.8.Pr4e	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. How do performers select repertoire?	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation / style, phrasing)	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance

1.3.A.8.Pr5a	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. How do musicians improve the quality of their performance?	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3.A.8.Pr.6a	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent	- Perform music of various cultural genres by singing and/or playing traditional and non-traditional instruments - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle - Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3.A.8.Pr.6b	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context and style)	- During class discuss/practice proper audience etiquette while watching/listening to other performances - During performances sit quietly while watching and listening to performers

Standard: 1.3	**Content Topic:** General Music - Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3.A.8.Re7a	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator (s) or performer (s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose	- Identify why music was performed throughout various time periods
1.3.A.8.Re7b	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator (s) or performer (s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance)	- Compare how music elements are used throughout a program of music and how it is perceived by the audience
1.3.A.8.Re7c	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator (s) or performer (s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods	- Identify why music was performed throughout various time periods

1.3.A.8.Re8a	The personal evaluation of musical work (s) and performance (s) is informed by analysis, interpretation, and established criteria. How do we judge the quality of musical work (s) and performance (s)?	Apply appropriate personally developed criteria to evaluate musical works or performances	- Complete listening logs - Evaluate various performances
1.3.A.8.Re9a	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. How do we discern the musical creators' and performers' expressive intent?	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent	- Complete listening logs - Evaluate various performances

Visual and Performing Arts Curriculum
Alpha Public School

Standard: 1.3	**Content Topic:** General Music - Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3.A.8.Cn10a	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How do musicians make meaningful connections to creating, performing, and responding?	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. (Also embedded in 1.3.A.8.Cr2a, 1.3.A.8.Cr3b, 1.3.A.8.Pr5e, 1.3.A.8.Re7a)	- Answer planning and reflection questions about student compositions - Complete listening logs - Evaluate performances
1.3.A.8.Cn11a	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Also embedded in 1.3.A.8.Cr2a, 1.3.A.8.Cr3b, 1.3.A.8.Pr5e, 1.3.A.8.Re7a)	- Identify the purposes of various performances through different time periods - Explore careers in music

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Composition projects Alternative Assessment- Written description	Listening logs Quizzes Worksheets	Musicplayonline.com Youtube Music today and every day

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Computer/chromebook Speakers Projector	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own

	clearly

Grade: 6-8

Standard: 1.3B	**Content Topic:** Music Composition & Theory Standards- Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3B.12prof.Cr1a Proficient	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and / or storylines.	Answer planning and reflection questions
1.3B.12acc.Cr1a Accomplished	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts or storylines.	- Perform short compositions for the class that represent stories and images, etc. - Answer planning and reflection questions
1.3B.12adv.Cr1a Advanced	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas	- Perform short compositions for the class that represent experiences or abstract ideas - Answer planning and reflection questions
1.3B.12prof.Cr2a Proficient	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines	Zipper bag project: select an emotion and create a composition using non traditional music instruments/found sounds to express that emotion
1.3B.12prof.Cr2b Proficient	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary)	Examine and identify the form of a variety of music genres and styles
1.3B.12acc.Cr2a Accomplished	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images,	Zipper bag project: select an emotion and create a composition using non traditional music instruments/found sounds to

	musicians make creative decisions?	concepts, texts or storylines	express that emotion
1.3B.12acc.Cr2b Accomplished	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary)	Examine the rondo form and theme and variations using different music examples. Students create a rhythm rondo and/or a theme and variations composition
1.3B.12adv.Cr2a Advanced	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas	In zipper bag project students will keep a list of sounds created and used, and how they are used to express emotion
1.3B.12adv.Cr2b Advanced	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms	During composition projects students will practice and revise their compositions
1.3B.12prof.Cr3a Proficient	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions	Answer planning questions to ensure all criteria are met and to express the creative process
1.3B.12prof.Cr3b Proficient	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent	- Perform compositions to the class using instruments/virtual instruments, rhythms, notes, and musical elements as written in the composition - Answer reflection questions
1.3.B.12acc.Cr3a Accomplished	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	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	- Complete planning and reflection questions - Complete performance evaluation rubrics
1.3B.12acc.Cr3b	Musicians evaluate, and	Share music through the use of	- Perform compositions to the class

Accomplished	refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	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	using instruments/virtual instruments, rhythms, notes, and musical elements as written in the composition - Answer reflection questions
1.3B.12adv.Cr3a Advanced	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Research, identify, explain and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions	- Complete planning and reflection questions - Complete performance evaluation rubrics
1.3B.12adv.Cr3b Advanced	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent	- Perform compositions to the class using instruments/virtual instruments, rhythms, notes, and musical elements as written in the composition - Answer reflection questions

Standard: 1.3B	**Content Topic:** Music Composition & Theory Standards- Performing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3B.12prof.Pr4a Proficient	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. How do performers select repertoire?	Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary)	Zipper bag project- experiment with sounds to create a mood
1.3B.12prof.Pr4b Proficient	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. How do performers select repertoire?	Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance	Rhythm rondo- compose a rhythm song in the rondo form
1.3B.12prof.Pr4c Proficient	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. How do performers select repertoire?	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 creator's intent	Theme and variations- create variations on a well known theme. Experiment playing the theme changing different musical elements to choose what variations they like best
1.3B.12acc.Pr4a Accomplished	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. How do performers select repertoire?	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 (e.g., binary, ternary, rondo) or moderately complex forms	- Listening logs/evaluations - Guided questions and discussions
1.3B.12acc.Pr4b Accomplished	Performers' interest in and knowledge of musical works, understanding of their own technical skill,	Analyze how the elements of music (including form) of selected works relate to the style, function and context, and explain the	- Listening logs/evaluations

	and the context for a performance influence the selection of repertoire. How do performers select repertoire?	implications for rehearsal and performance	
1.3B.12acc.Pr4c Accomplished	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. How do performers select repertoire?	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 creator's intent	Theme and variations project
1.3B.12adv.Pr4a Advanced	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. How do performers select repertoire?	Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms	- Discuss the purpose of music selected for performances
1.3B.12adv.Pr4b Advanced	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. How do performers select repertoire?	Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function and context, and explain and support the analysis and its implications for rehearsal and performance	- Identify form and how musical elements are used in different sections of music
1.3B.12adv.Pr4c Advanced	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. How do performers select repertoire?	Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function and context, explaining and justifying how the interpretive choices reflect the creator's intent	Theme and variations project
1.3B.12prof.Cr5a Proficient	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. How do musicians	Create rehearsal plans for works, identifying repetition and variation within the form	Establish timelines for practicing, refining, and performing

	improve the quality of their performance?		
1.3B.12prof.Cr5b Proficient	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. How do musicians improve the quality of their performance?	Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood	- Identify form and how musical elements are used in different sections of music
1.3B.12prof.Cr5c Proficient	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. How do musicians improve the quality of their performance?	Identify and implement strategies for improving the technical and expressive aspects of multiple works	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3B.12acc.Cr5a Accomplished	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. How do musicians improve the quality of their performance?	Create rehearsal plans for works, identifying the ways in which performances convey the formal design, style and historical/ cultural context of the works	Establish timelines for practicing, refining, and performing
1.3B.12acc.Pr5b Accomplished	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. How do musicians improve the quality of their performance?	Using established criteria and feedback, identify the ways in which performances convey the formal design, style and historical / cultural context of the works	- Complete listening logs - Evaluate various performance
1.3B.12acc.Pr5c Accomplished	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	Identify and implement strategies for improving the technical and expressive aspects of varied works	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance

	criteria. How do musicians improve the quality of their performance?		
1.3B.12adv.Pr5a Advanced	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. How do musicians improve the quality of their performance?	Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques and the style and historical or cultural context of the work	Establish timelines for practicing, refining, and performing
1.3B.12adv.Pr5b Advanced	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. How do musicians improve the quality of their performance?	Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style and historical / cultural context of the works	- Complete listening logs - Evaluate various performance
1.3B.12adv.Pr5c Advanced	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. How do musicians improve the quality of their performance?	Identify, compare and implement strategies for improving the technical and expressive aspects of multiple contrasting works	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3B.12prof.Cr6a Proficient	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent	- Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre. - Complete listening logs - Evaluate various performance
1.3B.12prof.Cr6b Proficient	Musicians judge performance based on criteria that vary across	Identify how compositions are appropriate for an audience or context, and how this will shape	Identify the role music plays in specific performances

	time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	future compositions	
1.3B.12acc.Pr6a Accomplished	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	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	- Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre. - Complete listening logs - Evaluate various performance
1.3B.12acc.Pr6b Accomplished	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Explain how compositions are appropriate for both audience and context, and how this will shape future compositions	Identify the role music plays in specific performances
1.3B.12adv.Pr6a Advanced	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Share live or recorded performances of works (both personal and others') and explain and / or demonstrate understanding of how the expressive intent of the music is conveyed	- Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre. - Complete listening logs - Evaluate various performance

1.3B.12adv.Pr6b Advanced	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions	- Discuss the purpose of music selected for performances

Standard: 1.3B	**Content Topic:** Music Composition & Theory Standards- Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3B.12prof.Re7a Proficient	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator (s) or performer (s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary) and describe the choices as models for composition.	Choose music appropriate for a specific purpose or context
1.3B.12prof.Re7b Proficient	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator (s) or performer (s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Analyze aurally and / or by reading 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 a composer, performer and / or listener	Analyze how the structure and context of varied musical works inform the response.
1.3B.12acc.Re7a Accomplished	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e.,	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	Generate musical ideas for various purposes and contexts

	social, cultural, historical) and how creator (s) or performer (s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	models for composition	
1.3B.12acc.Re7b Accomplished	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator (s) or performer (s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and / or listener	Analyze how the structure and context of varied musical works inform the response
1.3B.12adv.Re7a Advanced	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator (s) or performer (s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts or storylines in moderately complex or complex forms, and describe and justify the choices as models for composition	- Generate musical ideas for various purposes and contexts - Select and develop musical ideas for defined purposed and contexts
1.3B.12adv.Re7b Advanced	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood	Analyze how the structure and context of varied musical works inform the response

	music is informed by analyzing context (i.e., social, cultural, historical) and how creator (s) or performer (s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	and context. Explain how the analysis provides models for personal growth as a composer, performer and / or listener	
1.3B.12prof.Re8a Proficient	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. How do we discern the musical creators/ and performers' expressive intent?	Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style / genre of each work	Support interpretations of musical works that reflect creaters'/performers' expressive intent
1.3B.12acc.Re8a Accomplished	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. How do we discern the musical creators/ and performers' expressive intent?	Develop and support interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques and the style/ genre and context of each work	Support interpretations of musical works that reflect creaters'/performers' expressive intent
1.3B.12adv.Re8a Advanced	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. How do we discern the musical creators/ and performers' expressive intent?	Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style / genre and context of each work	Support interpretations of musical works that reflect creaters'/performers' expressive intent
1.3B.12prof.Re9a Proficient	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.	Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
1.3B.12prof.Re9b Proficient	The personal evaluation of musical work(s) and performance(s) is informed	Describe the way(s) in which critiquing others' work and receiving feedback from others can	Support evaluations of musical works and performances based on analysis, interpretation, and

	by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	be applied in the personal creative process.	established criteria.
1.3B.12acc.9a Accomplished	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	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	Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
1.3B.12acc.9b Accomplished	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process	Support interpretations of musical works that reflect creaters'/performers' expressive intent
1.3B.12adv.9a Advanced	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures	Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
1.3B.12adv.9b Advanced	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Describe and evaluate the ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process	Support interpretations of musical works that reflect creaters'/performers' expressive intent

Standard: 1.3B	**Content Topic:** Music Composition & Theory Standards- Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3B.12prof.Cn10a Proficient	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing and responding?	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a	Synthesize and relate knowledge and personal experiences to make music
1.3B.12acc.Cn10a Accomplished	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing and responding?	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr6a, 1.3A.12acc.Re7a	Synthesize and relate knowledge and personal experiences to make music
1.3B.12adv.Cn10a Advanced	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing and responding?	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr6a, 1.3A.12adv.Re7a	Synthesize and relate knowledge and personal experiences to make music
1.3B.12prof.Cn11a Proficient	Musicians connect their personal interests, experiences, ideas, and knowledge for creating, performing, and responding. How do the	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is	Relate musical ideas and work to varied contexts and daily life to deepen understanding

	other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr6a, 1.3A.12prof.Re7a	
1.3B.12acc.Cn11a Accomplished	Musicians connect their personal interests, experiences, ideas, and knowledge for creating, performing, and responding. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr6a, 1.3A.12acc.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding
1.3B.12adv.Cn11a Advanced	Musicians connect their personal interests, experiences, ideas, and knowledge for creating, performing, and responding. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr6a, 1.3A.12adv.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Composition projects Alternative Assessment- Written description	Listening logs Quizzes Worksheets	Musicplayonline.com Youtube Music today and every day

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Computer/chromebook Speakers Projector	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own clearly

Grade: 6-8

Standard: 1.3C	**Content Topic:** Music Composition & Theory Standards- Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3.C.12nov.Cr1a Novice	The creative ideas, concepts, and feelings that influence musicians' work energy from a variety of sources. How do musicians generate creative ideas?	Comprise and improvise ideas and motives for melodies and rhythmic passages based on characteristic (s) of music or text (s) studied in rehearsal.	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc. - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle
1.3.C.12int.Cr1a Intermediate	The creative ideas, concepts, and feelings that influence musicians' work energy from a variety of sources. How do musicians generate creative ideas?	Comprise and improvise ideas and motives for melodies and rhythmic passages based on characteristic (s) of music or text (s) studied in rehearsal.	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc. - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle
1.3.C.1prof.Cr1a Proficient	The creative ideas, concepts, and feelings that influence musicians' work energy from a variety of sources. How do musicians generate creative ideas?	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 or cultures studied in rehearsal	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc. - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle

1.3.C.1acc.Cr1a Accomplished	The creative ideas, concepts, and feelings that influence musicians' work energy from a variety of sources. How do musicians generate creative ideas?	Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studies in rehearsal	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc. - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle
1.3.C.1adv.Cr1a Advanced	The creative ideas, concepts, and feelings that influence musicians' work energy from a variety of sources. How do musicians generate creative ideas?	Compose and improvise musical ideas for a variety of purposes and contexts	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc. - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle
1.3C.12nov.Cr2a Novice	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal	Complete planning questions about composition projects- how they use musical elements, emotions, instruments, etc.
1.3.C.12int.Cr2a Intermediate	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal	Complete planning questions about composition projects- how they use musical elements, emotions, instruments, etc.
1.3C.12prof.Cr2a Proficient	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	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	Complete planning questions about composition projects- how they use musical elements, emotions, instruments, etc.
1.3C.12acc.Cr2a Accomplished	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of	Complete planning questions about composition projects- how they use musical elements, emotions, instruments, etc.

	musicians make creative decisions?	characteristic(s) of music from a variety of historical periods studied in rehearsal	
1.3C.12adv.Cr2a Advanced	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.	Complete planning questions about composition projects- how they use musical elements, emotions, instruments, etc.
1.3C.12nov.Cr3a Novice	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12nov.Cr3b Novice	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12int.Cr3a Intermediate	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12int.Cr3b Intermediate	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12prof.Cr3a Proficient	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance

	creative work?		
1.3C.12prof.Cr3b Proficient	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12acc.Cr3a Accomplished	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12acc.Cr3b Accomplished	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12adv.Cr3a Advanced	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12adv.Cr3b Advanced	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance

Standard: 1.3C	**Content Topic:** Music Composition & Theory Standards- Performing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3C.12nov.Pr4a Novice	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. How do performers select repertoire?	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	Choose music appropriate for a specific purpose or context
1.3C.12nov.Pr4b Novice	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. How do performers select repertoire?	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.	Practice/perform music selections using standard notation
1.3C.12nov.Pr4c Novice	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. How do performers select repertoire?	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	Identify/ describe musical elements and how the effect the performance
1.3C.12int.Pr4a Intermediate	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. How do performers select repertoire?	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.	Choose music appropriate for a specific purpose or context
1.3C.12int.Pr4b Intermediate	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the	Practice/perform music selections using standard notation

	performance influence the selection of repertoire. How do performers select repertoire?	music in prepared or improvised performances.	
1.3C.12int.Pr4c Intermediate	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. How do performers select repertoire?	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances	Practice/perform music selections using standard notation
1.3C.12prof.Pr4a Proficient	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. How do performers select repertoire?	Explain the criteria used to select 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.	Choose music appropriate for a specific purpose or context
1.3C.12prof.Pr4b Proficient	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. How do performers select repertoire?	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	Practice/perform music selections using standard notation
1.3C.12prof.Pr4c Proficient	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. How do performers select repertoire?	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances	Practice/perform music selections using standard notation
1.3C.12acc.Pr4a Accomplished	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. How do performers select repertoire?	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Choose music appropriate for a specific purpose or context

1.3C.12acc.Pr4b Accomplished	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. How do performers select repertoire?	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.	Practice/perform music selections using standard notation
1.3C.12acc.Pr4c Accomplished	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. How do performers select repertoire?	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience	Practice/perform music selections using standard notation
1.3C.12adv.Pr4a Advanced	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. How do performers select repertoire?	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance	Choose music appropriate for a specific purpose or context
1.3C.12adv.Pr4b Advanced	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. How do performers selectrepertoire?	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances	Practice/perform music selections using standard notation
1.3C.12adv.Pr4c Advanced	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. How do performers select repertoire?	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience	Practice/perform music selections using standard notation
1.3C.12nov.Pr5a Novice	To express their musical ideas, musicians analyze, evaluate and refine their performance over time	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for

	through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their performance?		performance
1.3C.12int.Pr5a Intermediate	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. How do musicians improve the quality of their performance?	Develop strategies to address technical challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12prof.Pr5a Proficient	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. How do musicians improve the quality of their performance?	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12acc.Pr5a Accomplished	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. How do musicians improve the quality of their performance?	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12adv.Pr5a Advanced	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. How do musicians improve the quality of their performance?	Develop, apply and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music	- Practice songs on own, for a classmate, and for the teacher - While practicing identify if all aspects of the song are ready for performance
1.3C.12.nov.Pr6a Novice	Musicians judge performance based on criteria that vary across	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised	- Play or sing music of varied genres, cultures, and musical traditions, using complex notation.

	time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	performances of a varied repertoire of music	Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3C.12nov.Pr6b Novice	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Demonstrate an awareness of the context of the music through prepared and improvised performances	- Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle
1.3C.12int.Pr6a Intermediate	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles	- Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3C.12int.Pr6b Intermediate	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Demonstrate an understanding of the context of the music through prepared and improvised performances	- Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle

1.3C.12prof.Pr6a Proficient	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Demonstrate attention to technical accuracy and expressive qualities in prepared and improved performances of a varied repertoire of music representing diverse cultures, styles and genres.	- Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3C.12prof.Pr6b Proficient	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances	- Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle
1.3C.12acc.Pr6a Accomplished	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods	- Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3.C.12acc.Pr6b Accomplished	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances	- Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle

	which musical work is presented influence audience response?		
1.3C.12adv.Pr6a Advanced	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles	- Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3C.12adv.Pr6b Advanced	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances	- Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle

Standard: 1.3C	**Content Topic:** Music Composition & Theory Standards- Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3C.12nov.Re7a Novice	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historial) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	- Discuss the purpose of music selected for performances based on form, musical elements, interests, etc.
1.3C.12nov.Re7b Novice	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historial) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music	- Identify form and how musical elements are used in different sections of music
1.3C.12int.Re7a Intermediate	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g.,	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context	- Discuss the purpose of music selected for performances based on form, musical elements, interests, etc.

	social, cultural, historial) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?		
1.3C.12int.Re7b Intermediate	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historial) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Describe how understanding context and the way the elements of music are manipulated inform the response to music	- Identify form and how musical elements are used in different sections of music
1.3C.12prof.Re.7a Proficient	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historial) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context	- Discuss the purpose of music selected for performances based on form, musical elements, interests, etc.
1.3C.12prof.Re7b Proficient	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music	- Identify form and how musical elements are used in different sections of music

	music is informed by analyzing context (e.g., social, cultural, historial) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?		
1.3C.12acc.Re7a Accomplished	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historial) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context	- Discuss the purpose of music selected for performances based on form, musical elements, interests, etc.
1.3C.12acc.Re7b Accomplished	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historial) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Explain how the analysis of structures and contexts inform the response to music	- Identify form and how musical elements are used in different sections of music
1.3C.12adv.Re7a Advanced	Individuals' selection of musical works is influenced by their interests, experiences,	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and	- Discuss the purpose of music selected for performances based on form, musical elements, interests, etc.

	understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historial) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	individual and ensemble purpose and context	
1.3C.12adv.Re7b Advanced	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historial) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music	- Identify form and how musical elements are used in different sections of music
1.3C.12nov.Re8a Novice	Through their use of elements and structure of music, creators and performers. How do we discern the musical creators/ and performers' expressive intent?	Identify interpretation of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate)	- Discuss how music elements are used throughout a composition and how it connects to the setting of the text
1.3C.12int.Re8a Intermediate	Through their use of elements and structure of music, creators and performers. How do we discern the musical creators/ and performers' expressive intent?	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate)	- Discuss how music elements are used throughout a composition and how it connects to the setting of the text
1.3C.12prof.Re8a Proficient	Through their use of elements and structure of music, creators and performers. How do we discern the musical	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the	- Discuss how music elements are used throughout a composition and how it connects to the setting of the text

	creators/ and performers' expressive intent?	setting of the text (when appropriate) and personal research	
1.3C.12acc.Re8a Accomplished	Through their use of elements and structure of music, creators and performers. How do we discern the musical creators/ and performers' expressive intent?	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate) and varied researched sources	- Discuss how music elements are used throughout a composition and how it connects to the setting of the text
1.3C.12adv.Re8a Advanced	Through their use of elements and structure of music, creators and performers. How do we discern the musical creators/ and performers' expressive intent?	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms	- Discuss how music elements are used throughout a composition and how it connects to the setting of the text
1.3C..12nov.Re9a Novice	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music	- Complete listening logs - Evaluate various performances
1.3C.12int.Re9a Intermediate	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Explain the influence of experiences, analysis and context on interest in and evaluation of music	- Complete listening logs - Evaluate various performances
1.3C.12prof.Re9a Proficient	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context	- Complete listening logs - Evaluate various performances
1.3C.12acc.Re9a Accomplished	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretations of the structure and context	- Complete listening logs - Evaluate various performances

1.3C.12adv.Re9a Advanced	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts	- Complete listening logs - Evaluate various performances

Standard: 1.3C	**Content Topic:** Music Composition & Theory Standards- Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3C.12nov.Cn10a Novice	Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing and responding?	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	- Identify the purposes of various performances through different time periods - Explore careers in music
1.3C.12int.Cn10a Intermediate	Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing and responding?	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12intCr2a, 1.3A.12intCr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a	- Identify the purposes of various performances through different time periods - Explore careers in music
1.3C.12prof.Cn10a Proficient	Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing and responding?	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12profCr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	- Identify the purposes of various performances through different time periods - Explore careers in music
1.3C.12acc.Cn10a Accomplished	Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes:	- Identify the purposes of various performances through different time periods - Explore careers in music

	and responding?	1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3.12acc.Pr5b, 1.3A.12acc.Re7a	
1.3C.12adv.Cn10a Advanced	Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing andresponding. How do musicians make meaningful connections to creating, performing and responding?	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5b, 1.3A.12adv.Re7a	- Identify the purposes of various performances through different time periods - Explore careers in music
1.3C.12.nov.Cn11a Novice	Musicians connect their per sonal interests, experiences, ideas and knowledge to creating, performing, and responding. How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. This performance expectation is embedded in the following artistic processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding.
1.3C.12int.Cn11a Intermediate	Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing, and responding. How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. This performance expectation is embedded in the following artistic processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding.
1.3C.12.prof.Cn11a Proficient	Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing, and responding. How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music This performance expectation is embedded in the following artistic processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding.
1.3C.12acc.Cn11a Accomplished	Musicians connect their personal interests,	Demonstrate how interests, knowledge, and skills relate to	Relate musical ideas and work to varied contexts and daily life to

	experiences, ideas and knowledge to creating, performing, and responding. How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?	personal choices and intent when creating, performing, and responding to music This performance expectation is embedded in the following artistic processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a1	deepen understanding.
1.3C.12adv.Cn11a Advanced	Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing, and responding. How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music This performance expectation is embedded in the following artistic processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5b, 1.3A.12adv.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Composition projects Alternative Assessment- Written description	Listening logs Quizzes Worksheets	Musicplayonline.com Youtube Music today and every day

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Computer/chromebook Speakers Projector	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own clearly

Grade: 6-8

Standard: 1.3D	**Content Topic:** Music Composition & Theory Standards- Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3D.12nov.Cr1a Novice	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc.
1.3D.12int.Cr1a Intermediate	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns)	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc.
1.3D.12prof.Cr1a Proficient	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues) as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns)	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc.
1.3D.12acc.Cr1a Accomplished	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Create melodic, rhythmic and harmonic ideas for compositions (e.g., rounded, binary, rondo) improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create

			variations (rhythm, pitch, dynamics, tempo, instruments, etc.
1.3D.12adv.Cr1a Advanced	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc.
1.3D.12nov.Cr2a Novice	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Use standard notation or audio / video recording to document melodic, rhythmic and harmonic ideas for drafts of simply melodies as well as chordal accompaniments for given melodies.	- Compose a zipper bag song using iconic notation that includes all musical elements - Compose a rhythm rondo in standard notation that includes all musical elements - Compose a Theme and Variations in standard notation that includes all musical elements
1.3D.12int.Cr2a Intermediate	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Use standard notation and audio / video recording to document melodic, rhythmic and harmonic ideas for drafts of melodies over specified chord progressions or AB/ ABA forms as well as two-to-three-chord accompaniments for given melodies.	- Compose a zipper bag song using iconic notation that includes all musical elements - Compose a rhythm rondo in standard notation that includes all musical elements - Compose a Theme and Variations in standard notation that includes all musical elements
1.3D.12prof.Cr2a Proficient	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Use standard notation and audio / video recording to document melodic, rhythmic and harmonic ideas for drafts of improvisations compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns)	- Compose a zipper bag song using iconic notation that includes all musical elements - Compose a rhythm rondo in standard notation that includes all musical elements - Compose a Theme and Variations in standard notation that includes all musical elements
1.3D.12acc.Cr2a Accomplished	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given	- Compose a zipper bag song using iconic notation that includes all musical elements - Compose a rhythm rondo in standard notation that includes all musical elements - Compose a Theme and Variations in standard notation that includes

		melodies	all musical elements
1.3D.12adv.Cr2a Advanced	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Use standard notation and audio / video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies.	- Compose a zipper bag song using iconic notation that includes all musical elements - Compose a rhythm rondo in standard notation that includes all musical elements - Compose a Theme and Variations in standard notation that includes all musical elements
1.3D.12nov.Cr3a Novice	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies.	- Practice songs on own, for a classmate, and for the teacher - Use feedback to make changes/improvements in composition
1.3D.12nov.Cr3b Novice	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	- Perform composition to the class using instruments, rhythms, notes, and musical elements as written in the composition
1.3D.12int.Cr3a Intermediate	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progression or AB / ABA forms as well as two-to-three-chord accompaniments for given melodies.	- Practice songs on own, for a classmate, and for the teacher - Use feedback to make changes/improvements in composition
1.3D.12int.Cr3b Intermediate	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Share final versions of melodies over specified chord-progressions of AB/ABA forms as well as two-to three chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	- Perform composition to the class using instruments, rhythms, notes, and musical elements as written in the composition
1.3D.12prof.Cr3a Proficient	Musicians evaluate and refine their work through	Develop and apply criteria to critique, improve and refine drafts	- Practice songs on own, for a classmate, and for the teacher

	openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns)	- Use feedback to make changes/improvements in composition
1.3D.12prof.Cr3b Proficient	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skills in applying principles of composition, improvisation and originality	- Perform composition to the class using instruments, rhythms, notes, and musical elements as written in the composition
1.3D.12acc.Cr3a Accomplished	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.	- Practice songs on own, for a classmate, and for the teacher - Use feedback to make changes/improvements in composition
1.3D.12acc.Cr3b Accomplished	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality	- Perform composition to the class using instruments, rhythms, notes, and musical elements as written in the composition
1.3D.12adv.Cr3a Advanced	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Develop and apply criteria to critique, improve and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies	- Practice songs on own, for a classmate, and for the teacher - Use feedback to make changes/improvements in composition
1.3D.12adv.Cr3b Advanced	Musicians evaluate and refine their work through openness to new ideas,	Perform final versions of a collection of compositions and improvisations in a variety of	- Perform composition to the class using instruments, rhythms, notes, and musical elements as written in

	persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality	the composition

Standard: 1.3D	**Content Topic:** Music Composition & Theory Standards- Performing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3D.12novPr4a Novice	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. How do performers select repertoire?	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill and the performance context.	- Identify why music was performed throughout various time periods
1.3D.12nov.Pr4b Novice	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. How do performers select repertoire?	Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.	- Compare how music elements are used throughout a program of music and how it is perceived by the audience
1.3D.12nov.Pr4c Novice	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. How do performers select repertoire?	Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments	- Identify why music was performed throughout various time periods
1.3D.12int.Pr4a Intermediate	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. How do performers select repertoire?	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed and the performance context	- Identify why music was performed throughout various time periods
1.3D.12int.Pr4b Intermediate	Performers' interest in and knowledge of musical works, understanding of their own technical skill,	Identify prominent melodic, harmonic and structural characteristics and context (e.g., social, cultural, historical) in a	- Compare how music elements are used throughout a program of music and how it is perceived by the audience

	and the context for a performance influence the selection of repertoire. How do performers select repertoire?	varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation	
1.3D.12int.Pr4c Intermediate	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. How do performers select repertoire?	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments	- Identify why music was performed throughout various time periods
1.3D.12prof.Pr4a Proficient	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. How do performers select repertoire?	Explain the criteria used when selecting a varied collection of music for individual or small group performances that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns)	- Identify why music was performed throughout various time periods
1.3D.12prof.Pr4b Proficient	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. How do performers select repertoire?	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns)	- Compare how music elements are used throughout a program of music and how it is perceived by the audience
1.3D.12prof.Pr4c Proficient	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. How do performers select repertoire?	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns)	- Identify why music was performed throughout various time periods
1.3D.12acc.Pr4a	Performers' interest in and	Develop and apply criteria for	- Compare how music elements are

Accomplished	knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. How do performers select repertoire?	selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles	used throughout a program of music and how it is perceived by the audience
1.3D.12acc.Pr4b Accomplished	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. How do performers select repertoire?	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles	- Compare how music elements are used throughout a program of music and how it is perceived by the audience
1.3D.12acc.Pr4c Accomplished	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. How do performers select repertoire?	Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles	- Identify why music was performed throughout various time periods
1.3D.12adv.Pr4a Advanced	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. How do performers select repertoire?	Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles	- Identify why music was performed throughout various time periods
1.3D.12adv.Pr4b Advanced	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. How do performers select repertoire?	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles	- Compare how music elements are used throughout a program of music and how it is perceived by the audience
1.3D.12adv.Pr4c Advanced	Performers' interest in and knowledge of musical	Explain and present an understanding of the context (e.g.,	- Identify why music was performed throughout various time

	works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. How do performers select repertoire?	social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles	periods
1.3D.12nov.Pr5a Novice	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. How do musicians improve the quality of their performance?	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniment selected for performance. Apply practice strategies to address performance challenges and refine the performances.	- Complete listening logs - Evaluate various performances
1.3D.12int.Pr5a Intermediate	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. How do musicians improve the quality of their performance?	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniment selected for performance. Apply practice strategies to address performance challenges and refine the performances.	- Complete listening logs - Evaluate various performances
1.3D.12prof.Pr5a Proficient	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. How do musicians improve the quality of their performance?	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.	- Complete listening logs - Evaluate various performances
1.3D.12acc.Pr5a Accomplished	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a	- Complete listening logs - Evaluate various performances

	application of appropriate criteria. How do musicians improve the quality of their performance?	variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances	
1.3D.12adv.Pr5a	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. How do musicians improve the quality of their performance?	Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances	- Complete listening logs - Evaluate various performances
1.3D.12nov.Pr6a Novice	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.	- Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle - Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3D.12int.Pr6a Intermediate	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g, social, cultural, historical)	- Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle - Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3D.12prof.Pr6a Proficient	Musicians judge performance based on	Perform with expression and technical accuracy, individually	- Perform music of various cultural genres by singing and/or playing

	criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallog strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical)	traditional and non- traditional instruments - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle - Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3D.12acc.Pr6a Accomplished	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical)	- Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle - Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3D.12adv.Pr6a Advanced	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical)	- Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments - Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle - Play or sing music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.

Standard: 1.3D	**Content Topic:** Music Composition & Theory Standards- Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3D.12nov.Re7a Novice	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing content (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context	-Discuss and identify form and how musical elements are used in different sections of music
1.3D.12nov.Re7b Novice	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing content (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music	- Answer planning and reflection questions about student compositions - Complete listening logs - Evaluate performances
1.3D.12int.Re7a Intermediate	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context	-Discuss and identify form and how musical elements are used in different sections of music

	music is informed by analyzing content (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?		
1.3D.12int.Re7b Intermediate	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing content (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music	- Answer planning and reflection questions about student compositions - Complete listening logs - Evaluate performances
1.3D.12prof.Re7a Proficient	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing content (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.	-Discuss and identify form and how musical elements are used in different sections of music
1.3D.12prof.Re7b	Individuals' selection of	Develop and apply teacher or	- Answer planning and reflection

Proficient	musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing content (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening	questions about student compositions - Complete listening logs - Evaluate performances
1.3D.12acc.Re7a Accomplished	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing content (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and specified purpose and context	-Discuss and identify form and how musical elements are used in different sections of music
1.3D.12acc.Re7b Accomplished	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing content (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does	Apply personally developed criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening	- Answer planning and reflection questions about student compositions - Complete listening logs - Evaluate performances

	understanding the structure and context of music inform a response?		
1.3D.12adv.Re7a Advanced	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing content (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.	-Discuss and identify form and how musical elements are used in different sections of music
1.3D.12adv.Re7b Advanced	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing content (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Develop and justify evaluations of a variety of individuals and small group musical selections for listening based on personally developed and established criteria, personal decision making and knowledge and understanding of context.	- Answer planning and reflection questions about student compositions - Complete listening logs - Evaluate performances
1.3D12nov.Re8a Novice	Through their use of elements and structures of music, creators and performers. How do we discern the musical creators' and performers' expressive intent?	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate)	- Compare how music elements are used throughout a program of music and how it is perceived by the audience
1.3D.12int.Re8a Intermediate	Through their use of elements and structures of music, creators and	Identify and support interpretations of the expressive intent and meaning of musical selections,	- Compare how music elements are used throughout a program of music and how it is perceived by

	performers. How do we discern the musical creators' and performers' expressive intent?	citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate)	the audience
1.3D.12prof.Re8a Proficient	Through their use of elements and structures of music, creators and performers. How do we discern the musical creators' and performers' expressive intent?	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.	- Compare how music elements are used throughout a program of music and how it is perceived by the audience
1.3D.12acc.Re8a Accomplished	Through their use of elements and structures of music, creators and performers. How do we discern the musical creators' and performers' expressive intent?	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources.	- Compare how music elements are used throughout a program of music and how it is perceived by the audience
1.3D.12adv.Re8a Advanced	Through their use of elements and structures of music, creators and performers. How do we discern the musical creators' and performers' expressive intent?	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms.	- Compare how music elements are used throughout a program of music and how it is perceived by the audience
1.3D.12nov.Re9a Novice	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music	Analyze how the structure and context of varied musical works inform the response
1.3D.12int.Re9a Intermediate	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response	Analyze how the structure and context of varied musical works inform the response
1.3D.12prof.Re9a Proficient	The personal evaluation of musical work(s) and	Compare passages in musical selections and explain how the	Analyze how the structure and context of varied musical works

	performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	elements of music and context (e.g., social, cultural, historical) inform the response	inform the response
1.3D.12acc.Re9a Accomplished	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response	Analyze how the structure and context of varied musical works inform the response
1.3D.12adv.Re9a Advanced	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Demonstrate and justify how the structure functions within a variety of musical selections, and distinguish how context (e.g., social, cultural, historical) and creative decisions inform the response	Analyze how the structure and context of varied musical works inform the response

Standard: 1.3D	**Content Topic:** Music Composition & Theory Standards- Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3C.12nov.Cn10a Novice	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing, and responding?	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. This performance expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr4a, 1.3A.12nov.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding
1.3C.12int.Cn10a Intermediate	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing, and responding?	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life. This performance expectation is embedded in the following artistic processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr4a, 1.3A.12int.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding
1.3C.12prof.Cn10a Proficient	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing, and responding?	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This performance expectation is embedded in the following artistic processes: 1.3A.12profCr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr4a, 1.3A.12prof.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding
1.3C.12acc.Cn10a Accomplished	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing, and	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing and responding to music. This performance expectation is embedded in the following artistic processes: 1.3A.12acc.Cr2a,	Relate musical ideas and work to varied contexts and daily life to deepen understanding

	responding?	1.3A.12acc.Cr3b, 1.3A.12acc.Pr4a, 1.3A.12acc.Re7a	
1.3C.12adv.Cn10a Advanced	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing, and responding?	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing and responding to music. This performance expectation is embedded in the following artistic processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr4a, 1.3A.12adv.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding
1.3C.12nov.Cn11a Novice	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. This performance expectation is embedded in the following artistic processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr4a, 1.3A.12nov.Re7a	- Identify the purposes of various performances through different time periods - Explore careers in music
1.3C.12int.Cn11a Intermediate	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing, and responding?	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. This performance expectation is embedded in the following artistic processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr4a, 1.3A.12int.Re7a	- Identify the purposes of various performances through different time periods - Explore careers in music
1.3C.12prof.Cn11a Proficient	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing, and responding?	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This performance expectation is embedded in the following artistic processes; 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr4a, 1.3A.12prof.Re7a	- Identify the purposes of various performances through different time periods - Explore careers in music
1.3C.12acc.Cn11a Accomplished	Musicians connect their personal interests, experiences, ideas, and	Demonstrate how interests, knowledge and skills relate to personal choices and intent when	- Identify the purposes of various performances through different time periods

	knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing, and responding?	creating, performing and responding to music. This performance expectation is embedded in the following artistic processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12accPr4a, 1.3A.12acc.Re7a	- Explore careers in music
1.3C.12adv.Cn11a Advanced	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding. How do musicians make meaningful connections to creating, performing, and responding?	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music. This performance expectation is embedded in the following artistic processes: 1.3A.12adv.Cr2a, 1.3A. 12adv.Cr3b, 1.3A.12adv.Pr4a, 1.3A.12adv.Re7a	- Identify the purposes of various performances through different time periods - Explore careers in music

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Composition projects Alternative Assessment- Written description	Listening logs Quizzes Worksheets	Musicplayonline.com Youtube Music today and every day

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Computer/chromebook Speakers Projector	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own clearly

Grade: 6-8

Standard: 1.3E	**Content Topic:** Music Composition & Theory Standards- Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3E.12prof.Cr1a Proficient	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools	Explore, improvise, and compose melodic and rhythmic patterns using online composition tools, virtual instruments, and other online resources
1.3E.12acc.Cr1a Accomplished	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources	Explore, improvise, and compose melodic and rhythmic patterns using online composition tools, virtual instruments, and other online resources
1.3E.12adv.Cr1a Advanced	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Generate melodica, rhythmic and harmonic ideas for compositions and improvisations that incorporate digital tools and resources	Explore, improvise, and compose melodic and rhythmic patterns using online composition tools, virtual instruments, and other online resources
1.3E.12prof.Cr2a Proficient	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.	Combine and compose melodic and rhythmic patterns using online composition tools, virtual instruments, and other online resources
1.3E.12acc.Cr2a Accomplished	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Select melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and / or analog tools	Combine and compose melodic and rhythmic patterns using online composition tools, virtual instruments, and other online resources
1.3E.12adv.Cr2a Advanced	The creative ideas, concepts and feelings that influence musicians'	Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a	Combine and compose melodic and rhythmic patterns using online composition tools, virtual

	work emerge from a variety of sources. How do musicians generate creative ideas?	larger work that exhibits unity, variety, complexity, and coherence using digital or / or analog tools and resources.	instruments, and other online resources

Standard: 1.3E	**Content Topic:** Music Composition & Theory Standards- Performing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3E.12prof.Pr4a Proficient	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. How do performers select repertoire?	Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc.)
1.3E.12prof.Pr4b Proficient	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. How do performers select repertoire?	Describe how context, structural aspects of the music, and digital media/ tools inform prepared and improvised performances	-Complete planning questions about composition (what changes you liked, what found sounds you will use, what symbols you will use, what instruments you will use, which musical elements you will change, etc.)
1.3E.12prof.Prr4c Proficient	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. How do performers select repertoire?	Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances	- Complete planning and reflection questions about composition
1.3E.12acc.Pr4a Accomplished	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. How do performers select	Develop and apply criteria to select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer's musical skill using digital tools and resources	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create

	repertoire?		variations (rhythm, pitch, dynamics, tempo, instruments, etc.)
1.3E.12acc.Pr4b Accomplished	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. How do performers select repertoire?	Describe and provide examples of how context, musical aspects of the composition, and digital media /tools inform prepared and improvised performances	-Complete planning questions about composition (what changes you liked, what found sounds you will use, what symbols you will use, what instruments you will use, which musical elements you will change, etc.)
1.3E.12acc.Pr4c Accomplished	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. How do performers select repertoire?	Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences	- Complete planning and reflection questions about composition
1.3E.12adv.Pr4a Advanced	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. How do performers select repertoire?	Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the musical characteristics, expressive challenges in the music, and the performer's musical skill using digital tools and resources	- Explore sounds made with items that are not traditional music instruments to make music - Compose/improvise a B and C section in the same style as the A section - Play/improvise changing musical elements of a simple song to create variations (rhythm, pitch, dynamics, tempo, instruments, etc.)
1.3E.12adv.Pr4b Advanced	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. How do performers select repertoire?	Examine, evaluate, and critique how context, musical aspects of the composition and digital media / tools inform prepared and improvised performances	-Complete planning questions about composition (what changes you liked, what found sounds you will use, what symbols you will use, what instruments you will use, which musical elements you will change, etc.)
1.3E.12adv.Pr4c Advanced	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. How do performers select	Demonstrate how understanding the style, genre, context and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences	- Complete planning and reflection questions about composition

	repertoire?		
1.3E.12prof.Pr5a Proficient	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. How do musicians improve the quality of their performance?	Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music	- Practice songs on own, for a classmate, and for the teacher - Establish timelines for practicing, refining, and performing - While practicing identify if all aspects of the song are ready for performance
1.3E.12acc.Pr5a Accomplished	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. How do musicians improve the quality of their performance?	Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music	- Practice songs on own, for a classmate, and for the teacher - Establish timelines for practicing, refining, and performing - While practicing identify if all aspects of the song are ready for performance
1.3E.12adv.Pr5a Advanced	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. How do musicians improve the quality of their performance?	Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.	- Practice songs on own, for a classmate, and for the teacher - Establish timelines for practicing, refining, and performing - While practicing identify if all aspects of the song are ready for performance
1.3E.12prof.Pr6a Proficient	Musicians judge performance based on criteria that vary across time, place, and cultures, the context, and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	- Using digital/virtual instruments, play music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3E.12prof.Pr6b	Musicians judge	Demonstrate an understanding of	Perform music of various cultural

Proficient	performance based on criteria that vary across time, place, and cultures, the context, and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	the context of music through prepared and improvised performances	genres by singing and/or playing traditional and non- traditional instruments
1.3E.12acc.Pr6a Accomplished	Musicians judge performance based on criteria that vary across time, place, and cultures, the context, and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles and genres	- Using digital/virtual instruments, play music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.
1.3E.12acc.Pr6b Accomplished	Musicians judge performance based on criteria that vary across time, place, and cultures, the context, and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances	Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments
1.3E.12adv.Pr6a Advanced	Musicians judge performance based on criteria that vary across time, place, and cultures, the context, and how a work is presented influence audience response. When is a	Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures,	- Using digital/virtual instruments, play music of varied genres, cultures, and musical traditions, using complex notation. Perform (independently and in groups), with expressive qualities appropriate to the genre.

	performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	styles, genres and historical periods.	
1.3E.12adv.Pr6b Advanced	Musicians judge performance based on criteria that vary across time, place, and cultures, the context, and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Demonstrate an ability to connect with audience members before and engaging with and responding to them during prepared and improvised performances.	Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments

Standard: 1.3E	**Content Topic:** Music Composition & Theory Standards- Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3E.12prof.Re7a Proficient	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.	- Discuss the purpose of music selected for performances
1.3E.12prof.Re7b Proficient	Individuals' selection of musical works is influenced by their	Explain how knowledge of the structure (e.g., repetition, similarities, contrasts),	- Identify form and how musical elements are used in different sections of music

	interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	technological aspects, and purpose of the music informs the response.	
1.3E.12acc.Re7a Accomplished	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works	- Discuss the purpose of music selected for performances
1.3E.12acc.Re7b Accomplished	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music	Explain how an analysis of the structure, context and technological aspects of the music informs the response.	- Identify form and how musical elements are used in different sections of music

	inform a response?		
1.3E.12adv.Re7a Advanced	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Select, describe and compare a variety of musical selections based on characteristics and knowledge of music, understanding of digital and electronic aspects, and the purpose and context of the works	- Discuss the purpose of music selected for performances
1.3E.12adv.Re7b Advanced	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Justify (by using examples) how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.	- Identify form and how musical elements are used in different sections of music
1.3E.12prof.Re8a Proficient	Through their use of elements and structures of music, creators and performers. How do we discern the musical creators' and performers' expressive intent?	Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features and purpose.	- Compare how music elements are used throughout a program of music and how it is perceived by the audience
1.3E.12acc.Re8a Accomplished	Through their use of elements and structures of music, creators and performers. How do we discern the musical	Connect the influence of the elements of music, digital and electronic features, context, purpose and other art forms to the expressive intent of musical works	- Compare how music elements are used throughout a program of music and how it is perceived by the audience

	creators' and performers' expressive intent?		
1.3E.12adv.Re8a Advanced	Through their use of elements and structures of music, creators and performers. How do we discern the musical creators' and performers' expressive intent?	Examine and cite research from multiple sources to connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works	- Compare how music elements are used throughout a program of music and how it is perceived by the audience
1.3E.12prof.Re9a Proficient	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests	- Complete listening logs - Evaluate various performances
1.3E.12acc.Re9a Accomplished	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Apply criteria to evaluate music based on analysis, interpretation, digital, electronic and analog features and musical qualities	- Complete listening logs - Evaluate various performances
1.3E.12adv.Re9a Advanced	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. How do we judge the quality of musical work(s) and performance(s)?	Develop and justify the evaluation of a variety of music based on established and personally developed criteria, digital, electronic and analog features, and understanding of purpose and context	- Complete listening logs - Evaluate various performances

Standard: 1.3E	**Content Topic:** Music Composition & Theory Standards- Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3B.12prof.Cn10a Proficient	Musicians connect their personal interests, experiences, ideas, and	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when	Analyze how the structure and context of varied musical works inform the response

	knowledge to creating, performing, and responding. How do musicians make meaningful connections to creating, performing and responding?	creating, performing and responding to music. This performance expectation is embedded in the following artistic processes: 1.3A.12prof.Cr2a, ,1.3A.12prof.Cr3b, 1.3A.12prof.Pr4a, 1.3A.12prof.Re7a	
1.3B.12acc.Cn10a Accomplished	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How do musicians make meaningful connections to creating, performing and responding?	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music. This performance expectation is embedded in the following artistic processes: 1.3A.12acc.Cr2a, ,1.3A.12acc.Cr3b, 1.3A.12acc.Pr4a, 1.3A.12acc.Re7a	Analyze how the structure and context of varied musical works inform the response
1.3B12adv.Cn10a Advanced	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How do musicians make meaningful connections to creating, performing and responding?	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music. This performance expectation is embedded in the following artistic processes: 1.3A.12adv.Cr2a, ,1.3A.12adv.Cr3b, 1.3A.12adv.Pr4a, 1.3A.12adv.Re7a	Analyze how the structure and context of varied musical works inform the response
1.3B.12prof.Cn11a Proficient	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?	Demonstrate an understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. This performance expectation is embedded in the the following artistic processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr4a, 1.3A.12prof.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding
1.3B.12acc.Cn11a Accomplished	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How do the	Demonstrate an understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. This performance expectation is	Relate musical ideas and work to varied contexts and daily life to deepen understanding

	other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?	embedded in the the following artistic processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr4a, 1.3A.12acc.Re7a	
1.3B.12adv.Cn11a Advanced	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?	Demonstrate an understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. This performance expectation is embedded in the the following artistic processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr4a, 1.3A.12adv.Re7a	Relate musical ideas and work to varied contexts and daily life to deepen understanding

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Composition projects Alternative Assessment- Written description	Listening logs Quizzes Worksheets	Musicplayonline.com Youtube Music today and every day

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Computer/chromebook Speakers Projector	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own clearly

Grade: 6-8

Standard: 1.4	**Content Topic:** Theatre- Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.4.8.Cr1a	Theatre artists rely on intuition, curiosity, and critical inquiry. What happens when theatre artists use their imagination and / or learned theatre skills while engaging in creative exploration and inquiry?	Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.	What problems would you face as a director in The Diary of Anne Frank?
1.4.8.Cr1b	Theatre artists rely on intuition, curiosity, and critical inquiry. What happens when theatre artists use their imagination and / or learned theatre skills while engaging in creative exploration and inquiry?	Identify, imagine and practice solving multiple design / technical challenges of a performance space in a theatrical work.	Discuss in small groups how you would depict a “hiding” Ann in the Diary of Anne Frank
1.4.8.Cr1c	Theatre artists rely on intuition, curiosity, and critical inquiry. What happens when theatre artists use their imagination and / or learned theatre skills while engaging in creative exploration and inquiry?	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work	Discuss in small groups how the character of Anne Frank would change throughout the play
1.4.8.Cr2a	Theatre artists work to discover different ways of communicating meaning. How, when, and why do theatre artists’ choices change?	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work	Hold a class discussion of the impact of the diary of Anne Frank in relation to the world
1.4.8.Cr2b	Theatre artists work to discover different ways of communicating meaning. How, when, and why do theatre artists’ choices change?	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.	Work cooperatively in small groups to perform a scene from the diary of Anne Frank
1.4.8.Cr3a	Theatre artists refine their work and practice their craft through	Demonstrate focus and concentration in the rehearsal	Rehearse the scene several times before presenting to the class

	rehearsal. How do theatre artists transform and edit their initial ideas?	process by analyzing and refining choices in a devised or scripted theatre performance	
1.4.8.Cr3b	Theatre artists refine their work and practice their craft through rehearsal. How do theatre artists transform and edit their initial ideas?	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work	Have a student director who provides feedback on your rehearsal process
1.4.8.Cr3c	Theatre artists refine their work and practice their craft through rehearsal. How do theatre artists transform and edit their initial ideas?	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work	Work cooperatively in small groups to identify the vocal traits of the characters in the story

Standard: 1.4	**Content Topic:** Theatre- Performing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.4.8.Pr4a	Theatre artists develop personal processes and skills for a performance or design. How do theatre artists fully prepare a performance or design?	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices	Work in small groups to rehearse a short play
1.4.8.Pr4b	Theatre artists develop personal processes and skills for a performance or design. How do theatre artists fully prepare a performance or design?	Use a variety of technical elements to create a design for a rehearsal or theatre production	Work in small groups to create a setting or backdrop for your play
1.4.8.Pr5a	Theatre artists make choices to convey meaning. How do theatre artists use tools and techniques to communicate ideas and feelings?	Examine how character relationships assist in telling the story of devised or scripted theatre work.	Identify the character relationships in Paul Revere's Ride and how that helped or hurt the story
1.4.8.Pr5b	Theatre artists make choices to convey meaning. How do theatre artists use tools and techniques to communicate ideas and feelings?	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle	Identify the problem faced in Newsies and how the problem was overcome
1.4.8.Pr6a	Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. What happens when theatre artists and audiences share creative experiences?	Perform a rehearsed theatrical work for an audience	Work in small groups to perform short plays for the class

Standard: 1.4	**Content Topic:** Theatre- Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.4.8.Re7a	Theatre artists reflect to understand the impact of drama processes and theatre experiences. How do theatre artists comprehend the essence of drama processes and theatre experiences?	Describe and record personal reactions to artistic choices in a theatrical work	Read the play a Christmas Carol and then watch the movie. Identify your reaction to seeing the play performed
1.4.8.Re7b	Theatre artists reflect to understand the impact of drama processes and theatre experiences. How do theatre artists comprehend the essence of drama processes and theatre experiences?	Compare recorded personal and peer reactions to artistic choices in a theatrical work	Write a response to your reaction of the play A Christmas Carol
1.4.8.Re8a	Theatre artists' interpretations of drama / theatre work are influenced by personal experiences and aesthetics. How can the same work of art communicate different messages to different people?	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work	Identify the various critiques of others and relate them to the version you viewed
1.4.8.Re8b	Theatre artists' interpretations of drama / theatre work are influenced by personal experiences and aesthetics. How can the same work of art communicate different messages to different people?	Justify the aesthetic choices created through the use of production elements in a theatrical work	Explain in writing why the director made the choices he made in his play
1.4.8.Re8c	Theatre artists' interpretations of drama / theatre work are influenced by personal experiences and aesthetics. How can the same work of art communicate different messages to different people?	Assess the impact of a theatrical work on a specific audience	Identify the impact of The Diary of Anne Frank on Holocaust survivors
1.4.8.Re9a	Theatre artists apply criteria to investigate, explore and assess drama and theatre work. How are the theatre artist's processes and the audience perspectives	Analyze how personal experiences affect artistic choices in a theatrical work	Relate the story of the Emperor's New Clothes to your personal life in writing

	impacted by analysis and synthesis?		
1.4.8.Re9b	Theatre artists apply criteria to investigate, explore and assess drama and theatre work. How are the theatre artist's processes and the audience perspectives impacted by analysis and synthesis?	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.	Compare the reaction of the world to the story of the Emperor's New Clothes
1.4.8.Re9c	Theatre artists apply criteria to investigate, explore and assess drama and theatre work. How are the theatre artist's processes and the audience perspectives impacted by analysis and synthesis?	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work	Write a review of a short play for a local newspaper identifying your personal preferences

Standard: 1.4	**Content Topic:** Theatre- Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.4.8.Cn10a	Theatre artists allow awareness of interrelationships between self and others to inform their work. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?	Examine a community issue through multiple perspectives in a theatrical work	Look at the Gift of the Magi and relate it to a community issue in small groups
1.4.8.Cn11a	As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	Research the story elements of a staged drama / theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced	Identify A Walk on the Moon and relate it to a community issue
1.4.5.Cn11b	As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work	Work in small groups to get a better understanding of a play based on its geographic setting

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Compare and contrast chart Teacher created worksheet	Characterization Chart One Act Play	The Golden Curse A message from Space Sherlock Holmes and the Mystery of

Teacher observation Student Growth Objective Dress Rehearsal / final performances Alternative Assessments-create a comic strip that demonstrates the elements of the play		the Red-Headed League Go! The Legend of Robin Hood Newsies The Space rock The Monster in the Cave The Sword in the stone Far from Home The Night of Terror Into the Burning sun A Christmas Carol The Interlopers The Dead Rising Gods Versus Giants Fly Girl The Choice The Man who Broke the World The Girl Who Dared The Gift of the Magi Frankenstein Hunting for A snake-headed monster A Walk on the moon The Emperor's New Clothes Into the Deep The Diary of Anne Frank The Monsters are Due on Maple Street Paul Revere's Ride The Prince and the Pauper A Christmas Carol

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Music and Audio player CD, radio Bluetooth speaker Videos on youtube	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own clearly

Grade: 6-8

Standard: 1.5	**Content Topic:** Visual Arts- Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.5.8.Cr1a	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. What conditions, attitudes, anad behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media	Combine concepts collaboratively to generate innovative ideas for creating art. Apply methods to overcome creative blocks. Document early stages of the creative process visually and/or verbally in traditional or new media.
1.5.8.Cr1b	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. What conditions, attitudes, anad behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design	Formulate an artistic investigation of personally relevant content for creating art. Develop criteria to guide making a work of art or design to meet an identified goal. Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

	of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?		
1.5.8.Cr2a	Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine common goals for designing and redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	Demonstrate persistence and willingness to experiment and take risks during the artistic process	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.
1.5.8.Cr2b	Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. Artists and designers balance experimentation and safety,	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication

	freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine common goals for designing and redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	property ethics	formats.Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
1.5.8.Cr2c	Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience	Design or redesign objects, places, or systems that meet the identified needs of diverse users.Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. Select, organize, and design images and words to make visually clear and compelling presentations.

	designers care for and maintain materials, tools and equipment? Why is it important, for safety and health to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine common goals for designing and redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?		
1.5.8.Cr3a	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement	Reflect on whether personal artwork conveys the intended meaning and revise accordingly. Reflect on and explain important information about personal artwork in an artist statement or another format. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Standard: 1.5	**Content Topic:** Visual Arts- Presenting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.5.8.Pr4a	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation. How are artworks cared for and by whom? What criteria, methods and processes are	Investigate and analyze ways artwork is presented, preserved and experienced, including the use of evolving technology. Evaluate a collection or presentation based on this criterion	Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. Develop and apply criteria for evaluating a collection

	used to select work for preservation or presentation? Why do people value objects, artifacts and artworks and select them for presentation?		of artwork for presentation
1.5.8.Pr5a	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display or when deciding if and how to preserve and protect it. What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives	Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. Based on criteria, analyze and evaluate methods for preparing and presenting art. Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer.
1.5.8.Pr6a	Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community. Compare and contrast viewing and experiencing collections and exhibitions in different venues. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Standard: 1.5	**Content Topic:** Visual Arts- Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.5.8.Re7a	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed	Identify and interpret works of art or design that reveal how people live around the world and what they value. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others
1.5.8.Re7b	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. Analyze multiple ways that images influence specific audiences. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions
1.5.8.Re8a	People gain insights into meanings of artworks by engaging in the process of art criticism. What is the value of	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter,

	engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?	approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	characteristics of form and structure, and use of media to identify ideas and mood conveyed. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
1.5.8.Re9a	People evaluate art based on various criteria. How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference difference from an evaluation?	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork	Develop and apply relevant criteria to evaluate a work of art.. Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Standard: 1.5	**Content Topic:** Visual Arts- Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.5.8.Cn10a	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?	Generate ideas to make art individually or collaboratively to positively reflect a group's identity	Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. ake art collaboratively to reflect on and reinforce positive aspects of group identity.
1.5.8.Cn11a	People develop ideas and understanding of society, culture and history through their interactions with and analysis of art. How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	Analyze and contrast how art forms are used to represent, establish, reinforce, and reflect group identity and culture	Analyze how art reflects changing times, traditions, resources, and cultural uses. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
1.5.8.Cn11b	People develop ideas and understanding of society, culture and history through their interactions with and analysis of art. How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	Analyze and contrast how art forms are used to reflect global issues, including climate change	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at

		each grade level)
Teacher observation Rubric Class critique Group/individual assessment Self-assessment Class participation Quiz/Test	● SWBAT effectively utilize the art elements and design principles to generate complex compositional solutions. ● The student will be able to effectively apply various art media, art mediums, technologies, and processes in the creation of works of art. ● SWBAT utilize the principles of proportion, balance, unity, emphasis, and movement in creating three-dimensional sculptures. ● SWBAT utilize the art elements of line, texture, shape, and value as well as various media, mediums and techniques to develop complex compositions. ● SWBAT further develop complex compositions using applied color theory and utilizing elements of shape and line. ● SWBAT utilize various media, tools, and techniques to explore problem-solving skills in developing three-dimensional sculptural forms. ● SWBAT incorporate various techniques and media, along with the principles of design and art elements in the creation of original works of art. ● SWBAT apply characteristics of genres of art to create original works of art while exploring painting media and techniques. ● SWBAT utilize various media, including technology, as well as art elements and design principles to explore their identity and communicate ideas. The student will be able to effectively utilize various media, tools and techniques to create three-dimensional forms.	Fine Art Reproductions Art Elements and Design Principles visuals Color Wheel Examples of line and value Art History by Janson

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements

Virtual Tours of Museums offered throughout the world. Various visual Art Websites Smart Board Presentations Virtual museum tours You Tube videos	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own clearly

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
Visual aids Sentence Frames Modeling Anchor charts Modify rubric Teacher directed grouping Provide written, visual, auditory, and hands on manipulatives / activities to meet all learning styles Modify worksheets for individual needs, use leveled and support materials, peer tutoring and individualize instruction for students Allow students to revise, rethink nad refine their understanding of the topics covered. Use subject matter questioning to review and activate prior learning Work cooperatively with classmates	Pre-teach vocabulary Non-linguistic cues Sentence frames Visual aids Manipulatives Graphic organizers Use of educational websites: www.khanacademy.org Provide written, visual, auditory, and hands on manipulatives / activities to meet all learning styles Modify worksheets for individual needs, use leveled and support materials, peer tutoring and individualize instruction for students Allow students to revise, rethink nad refine their understanding of the topics covered. Use subject matter questioning to review and activate prior learning Work cooperatively with classmates	Provide opportunities for direct translation through pantomime Verbal discussion with teacher and classmates Allow students to use technology to express themselves through another medium Allow students to create a multimedia presentation Have students view great performances / exhibits through online videos Use recording techniques to record and evaluate skills learned Work cooperatively with classmates

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.

Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.