



6-8 Vocal Music

VOC 601/602, VOC 701/702, VOC801/802

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Foreword

- Foreword includes purpose as well as what can be expected from the guide. (How to use this document...)
- Explains what expectations are for teacher action (optional: this is to be used as instructional planning guide)

How to use this document:

This curriculum guide is *not...*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade-level standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning targets and extend your students' learning beyond them.

Within this document, you will find a foundational structure for planning sequential instruction in the classroom which can be supplemented with materials from any number of the linked resources.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

6-8 Vocal Music: Year at a Glance

This guide is intended to be used to guide learning in vocal ensembles 6-8th grade. The semester units below reflect the performance cycle we would expect to see each semester in a year-long course. The targets below allow the teacher to insert the appropriate level of music within each grade.

Primary Resources: Learning Targets are linked below each unit scale. These include all required sources for the course.

Semester 1	Unit 1:	Unit 2:	Unit 3:
<u>Reporting frequency of topic scores</u>	6 weeks	6 weeks	6 weeks

Semester 2	Unit 1:	Unit 2:	Unit 3:
<u>Reporting frequency of topic scores</u>	6 weeks	6 weeks	6 weeks

At a Glance Assessment Calendar:

[Vocal Pacing Calendar](#) – in Teams

Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Start at Level 3 when determining a topic → score.

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

*****Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.**

Evidence shows the student can...	Topic Score
Demonstrates proficiency (AT) in all learning targets from Level 3 & Level 4	4.0
Demonstrates proficiency (AT) in all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrates proficiency (AT) in <u>all</u> learning targets from Level 3	3.0
Demonstrates proficiency (AT) in <u>at least half</u> of the Level 3 learning targets	2.5
Demonstrates some foundational knowledge (PT) toward <u>all</u> Level 3 targets	2.0
Demonstrates some foundational knowledge (PT) of <u>some</u> of the Level 3 learning target or standard	1.5
Does not meet minimum criteria for the standard or target.	1.0
Produces no evidence appropriate to the learning targets at any level (Is missing for one or more targets)	0

* foundational knowledge is defined by the success criteria for the learning targets or standards.

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Anatomy of a Scale

Unit Narrative:

Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

Topic Title:

Named topic in infinite campus, with approximate number of paced weeks

Exceeding Grade Level (ET):

Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

Achieving Grade Level (AT):

Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.

Item Bank:


Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Unit 1:		
Unit Narrative: In this unit, students		
Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets. Guiding Question to complete this process: * What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?
Topic Title (weeks)	Possible Task: * A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.	LT1- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>
		LT2- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>
		LT3- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>

Item Bank:		
Target: Resources to teach:	Target: Resources to teach:	Target: Resources to teach:
Standard Language	Standard Language	Standard Language
Guiding Questions, Ideas, and/or Concepts <i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i>		

Performance Cycle Topic I

Unit Narrative/Overview: *In this cycle of learning, students will*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</p>
Vocal Technique 6th Grade	<p>Possible Task: ★</p> <p>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LT1A- Match pitch with assistance. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine correctly matched pitches <input type="checkbox"/> Demonstrate correct pitch matching <p>LT2B- Self-critique correct posture. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate correct posture <input type="checkbox"/> Create criteria to critique posture <input type="checkbox"/> Demonstrate posture and site evidence of corrections
Vocal Technique 7th Grade	<p>Possible Task: ★</p> <p>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LT1A- Match pitch with assistance in 2-3 part harmony. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine correctly matched pitches <input type="checkbox"/> Demonstrate correct pitch matching alone <input type="checkbox"/> Demonstrate correct pitch matching against 2-part harmony <p>LT2B- Self-critique correct posture and vowel shape. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate correct posture and vowel shape <input type="checkbox"/> Create criteria to critique posture and vowel shape <input type="checkbox"/> Demonstrate site evidence of corrections for posture and vowel shape.

**Vocal Technique
8th Grade**

Possible Task:

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*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.

LT1A- Match pitch with assistance in 2-4 part harmony.

Learning that shows evidence of progressing towards grade-level learning target:

- Demonstrate correct pitch matching with peers*
- Demonstrate correct pitch matching against 4-part harmony*

LT2B- Self-critique correct posture, vowel shape, and diction.

Learning that shows evidence of progressing towards grade-level learning target:

- Demonstrate correct posture, vowel shape, and diction*
- Create criteria to critique posture, vowel shape, and diction*
- Demonstrate and site evidence of corrections for posture, vowel shape, and diction*

Item Bank:

IA and IB Targets:

Vocal Technique Materials in Teams

Vocal Technique Dropbox to C Krueger Materials

Includes: Alignment Chart - Basics of Physiology: Breathing, phonation, and resonance – Charts of Consonants and Vowels – IPA Posters

Vocal Pitch Exercises Dropbox to C Krueger Materials

Includes: Vocal Pitch Exercises – Tonic Pentachord/Fourths/Chords I, IV, V Charts – Interval Charts – Major Mode – Minor Mode-la based

Assessments 6 th	Assessments 7 th	Assessments 8 th	Assessments 6 th	Assessments 7 th	Assessments 8 th
Standard Language 6th Grade		Standard Language 7th Grade		Standard Language 8th Grade	
<p>MU:Cr3.1.6.a - Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p>MU:Cr3.1.6.b - Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.</p> <p>MU:Cr3.1.6.a - Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>MU:Pr5.1.6.a - Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p>		<p>MU:Cr3.1.7.a - Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.</p> <p>MU:Cr3.1.7.b - Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).</p> <p>MU:Cr3.1.7.a - Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.</p> <p>MU:Pr5.1.7.a - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform</p>		<p>MU:Cr3.1.8.a - Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.</p> <p>MU:Cr3.1.8.b - Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</p> <p>MU:Cr3.1.8.a - Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.</p> <p>MU:Pr5.1.8.a - Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</p>	

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Create: Anchor Standard 3. Refine and complete artistic work. (Evaluate and Refine, Present)			

Essential Question: How do musicians improve the quality of their creative work?


Essential Question: When is creative work ready to share?

Performing: Anchor Standard 5. Develop and refine artistic work for presentation. (Rehearse, Evaluate and Refine)

Essential Question: How do musicians improve the quality of their performance?

Performance Cycle Topic 2

Unit Narrative/Overview: *In this topic, students*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Rehearsal Skills 6-8th Grade	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following:</i></p> <p>Possible Task: ★</p>	<p>LT2A- Collaborates with section and contributes to the ensemble. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Demonstrate attention to the primary focus of the rehearsal.</i> <input type="checkbox"/> <i>Record score markings</i> <p>LT2B- Use self-awareness and shared focal point throughout a rehearsal. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Describe self-awareness and shared focal point throughout a rehearsal</i> <input type="checkbox"/> <i>Demonstrate attributes of a focused collaborator</i>

Item Bank:

**1ATarget:
Resources**

[Rehearsal Skills Materials Folder in Teams](#)

**2ATarget:
Resources**

Assessment

Assessment

Standard Language 6th Grade

MU:Cr3.1.6.a - Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6.b - Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

MU:Cr3.1.6.a - Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Re8.1.6.a - Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.

MU:Cn10.1.6.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Standard Language 7th Grade

MU:Cr3.1.7.a - Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

MU:Cr3.1.7.b - Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

MU:Cr3.1.7.a - Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

MU:Re8.1.7.a - Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

MU:Re9.1.7.a - Select from teacher-provided criteria to evaluate musical works or performances.

MU:Cn10.1.7.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Standard Language 8th Grade

MU:Cr3.1.8.a - Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8.b - Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Cr3.1.8.a - Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

MU:Re8.1.8.a - Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

MU:Re9.1.8.a - Apply appropriate personally-developed criteria to evaluate musical works or performances.

MU:Cn10.1.8.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

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Create: Anchor Standard 3. Refine and complete artistic work. (Evaluate and Refine, Present)

Essential Question: How do musicians improve the quality of their creative work?

Essential Question: When is creative work ready to share?

Responding: Anchor Standard 8. Interpret intent and meaning in artistic work. (Interpret)

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Responding: Anchor Standard 9. Apply criteria to evaluate artistic work. (Evaluate)

Essential Question: How do we judge the quality of musical work(s) and performance(s)?


Connecting: Anchor Standard 10. Synthesize and relate knowledge and personal experiences to make art. (Connect)

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

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Performance Cycle Topic 3

Unit Narrative/Overview: *In this topic,*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
Performance 6th – 8th Grade	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.</i></p> <p>Possible Task: ★</p>	<p>LT3A- Formally perform using technical knowledge and skills with artistic intent to achieve sustained communication with the audience.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate elements of music and expressive qualities related to the performance of the piece <input type="checkbox"/> Perform the music with technical accuracy to convey the creator's intent <input type="checkbox"/> <p>LT3B- Self-critique performances.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe successful performance etiquette skills <input type="checkbox"/> Create and use criteria to evaluate your performance

Item Bank:

3ATarget:

[Repertoire Ideas in Teams Folder](#)

[Literature Lists Dropbox C Krueger](#)

[Literature-Curriculum Maps Dropbox C Krueger](#)

Includes: Men's – SATB – Three-Four Part Mixed – Three-Four Part Treble – Two-Part Unison

3BTarget:

Assessments

Assessments

Standard Language 6th Grade

MU:Pr4.1.6.a - Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

MU:Pr4.2.6.a - Explain how understanding the structure and the elements of music are used in music selected for performance.

MU:Pr4.2.6.b - When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

MU:Pr4.2.6.c - Identify how cultural and historical context inform performances

MU:Pr4.3.6.a - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr6.1.6.a - Perform the music with technical accuracy to convey the creator's intent.

MU:Pr6.1.6.b - Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

Standard Language 7th Grade

MU:Pr4.1.7.a - Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.7.a - Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

MU:Pr4.2.7.b - When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

MU:Pr4.2.7.c - Identify how cultural and historical context inform performances and result in different music interpretations.

MU:Pr4.3.7.a - Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr6.1.7.a - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

Standard Language 8th Grade

MU:Pr4.1.8.a - Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.8.a - Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

MU:Pr4.2.8.b - When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

MU:Pr4.2.8.c - Identify how cultural and historical context inform performances and result in different musical effects.

MU:Pr4.3.8.a - 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 (such as dynamics, tempo, timbre, articulation/style, and phrasing).

MU:Pr6.1.8.a - Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

<p>MU:Re7.1.6.a - Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose</p> <p>MU:Re7.2.6.a - Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p>MU:Re7.2.6.b - Identify the context of music from a variety of genres, cultures, and historical periods</p> <p>MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances</p> <p>MU:CnI.1.7.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>MU:Pr6.1.7.b - Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</p> <p>MU:Re7.1.7.a - Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.</p> <p>MU:Re7.2.7.a - Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p> <p>MU:Re7.2.7.b - Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re9.1.7.a - Select from teacher-provided criteria to evaluate musical works or performances.</p> <p>MU:CnI.1.7.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>MU:Pr6.1.8.b - Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p> <p>MU:Re7.1.8.a - Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p>MU:Re7.2.8.a - Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>MU:Re7.2.8.b - Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re9.1.8.a - Apply appropriate personally-developed criteria to evaluate musical works or performances.</p> <p>MU:CnI.1.8.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
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Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

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Performing: Anchor Standard 4. Analyze, interpret, and select artistic work for presentation. (Select, Analyze, Interpret)

- Essential Question:** How do performers select repertoire?
- Essential Question:** How does understanding the structure and context of musical works inform performance?
- Essential Question:** How do performers interpret musical works?

Performing: Anchor Standard 6. Convey meaning through the presentation of artistic work. (Present)

- Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Performing: Anchor Standard 7. Perceive and analyze artistic work. (Select, Analyze)

- Essential Question:** How do individuals choose music to experience?
- Essential Question:** How do individuals choose music to experience?

Responding: Anchor Standard 9. Apply criteria to evaluate artistic work. (Evaluate)


- Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

Responding: Anchor Standard 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (Connect)

- Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music.

Performance Cycle Topic 3

Unit Narrative/Overview: *In this topic,*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revise by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Literacy 6th Grade	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.</i></p> <p>Possible Task: ★</p>	<p>LT4A- Navigate an octavo with assistance. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define symbols found within the octavo. <input type="checkbox"/> Demonstrate understanding of the symbols within the context of the piece. <p>LT4B- Analyze combinations of rhythms in order to count and perform music. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define and demonstrate rhythms. <input type="checkbox"/> Speak rhythms on takadimi. <input type="checkbox"/> Perform rhythms on takadimi using a steady beat. <p>LT4C- Sing and sign stepwise passages in major keys starting with ‘Do’. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define and demonstrate correct hand signs. <input type="checkbox"/> Sing stepwise passages. <input type="checkbox"/> Perform passages with correct pitch and hand signs.

<p>Literacy 7th Grade</p>	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.</i></p> <p>Possible Task: ★</p>	<p>LT4A- Navigate an octavo. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define symbols found within the octavo. <input type="checkbox"/> Demonstrate understanding of the symbols within the context of the piece. <p>LT4B- Analyze combinations of rhythms in order to count and perform music in simple meter. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define and demonstrate rhythms. <input type="checkbox"/> Speak rhythms on takadimi. <input type="checkbox"/> Perform rhythms on takadimi using a steady beat. <p>LT4C- Sing and sign stepwise passages in major keys starting with ‘non-Do’ pitches. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define and demonstrate correct hand signs. <input type="checkbox"/> Sing stepwise passages. <input type="checkbox"/> Perform passages with correct pitch and hand signs.
<p>Literacy 8th Grade</p>	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.</i></p> <p>Possible Task: ★</p>	<p>LT4A- Navigate an octavo. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define symbols found within the octavo. <input type="checkbox"/> Demonstrate understanding of the symbols within the context of the piece. <p>LT4B- Analyze combinations of rhythms in order to count and perform music in simple and compound meters. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define and demonstrate rhythms. <input type="checkbox"/> Speak rhythms on takadimi. <input type="checkbox"/> Perform rhythms on takadimi using a steady beat. <p>LT4C- Sight read singing and signing stepwise passages containing steps and triad skips in major keys. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define and demonstrate correct hand signs. <input type="checkbox"/> Sing stepwise passages. <input type="checkbox"/> Perform passages with correct pitch and hand signs.

Item Bank:

<p style="text-align: center;">3ATarget Resources to teach:</p> <p><i>Literacy: piano, forte, allegro, largo, bar line, measure, repeat sign, verses, 1st and 2nd endings</i></p> <p style="text-align: center;"><u>Literacy Materials Folder in Teams</u></p>	<p style="text-align: center;">3BTarget Resources to teach:</p> <p><i>Rhythms: whole notes and rests, half notes and rests, quarter notes and rests, eighth notes in pairs</i></p> <p style="text-align: center;"><u>Rhythm CFA Folder in Teams</u> <u>Flashcards-Oxford - Rhythm Dropbox C Krueger</u></p>	<p style="text-align: center;">3BTarget Resources to teach:</p> <p style="text-align: center;"><u>Solfege CFA Folder in Teams</u> <u>Solfege Letter - Tonal Contour Dropbox C Krueger</u> <u>Handsigns and Worksheets Dropbox C Krueger</u> <u>Flashcards-Oxford - Tonal Dropbox C Krueger</u></p>
<p style="text-align: center;">Assessment</p>	<p style="text-align: center;">Assessment</p> <p style="text-align: center;"><u>6th Grade Rhythm PDF</u> <u>6th Grade Rhythm Monitoring Tool</u></p>	<p style="text-align: center;">Assessment</p> <p style="text-align: center;"><u>6th Grade Solfege PDF</u> <u>6th Grade Solfege Monitoring Tool</u></p>
<p style="text-align: center;">Standard Language 6th Grade</p> <p>MU:Cr1.1.6.a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>MU:Cr2.1.6.a - Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>MU:Cr2.1.6.b - Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.</p> <p>MU:Pr5.1.6.a - Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p>	<p style="text-align: center;">Standard Language 7th Grade</p> <p>MU:Cr1.1.7.a - Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p> <p>MU:Cr2.1.7.a - Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7.b - Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Pr5.1.7.a - Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse,</p>	<p style="text-align: center;">Standard Language 8th Grade</p> <p>MU:Cr1.1.8.a - Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>MU:Cr2.1.8.a - Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.</p> <p>MU:Cr2.1.8.b - Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Pr5.1.8.a - Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse,</p>

	refine, and determine when the music is ready to perform.	refine, and determine when the music is ready to perform.
<p align="center">Guiding Questions, Ideas, and/or Concepts</p> <p align="center"><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>		
<p align="center">Create: Anchor Standard 1. Generate and conceptualize artistic ideas and work. (Imagine) Essential Question: How do musicians generate creative ideas?</p> <p align="center">Create: Anchor Standard 2. Organize and develop artistic ideas and work. (Plan and Make) Essential Question: How do musicians make creative decisions?</p> <p align="center">Performing: Anchor Standard 5. Develop and refine artistic work for presentation. (Rehearse, Evaluate and Refine) Essential Question: How do musicians improve the quality of their performance?</p>		