

Planned Course: General Music	Course Number:	Department: Music	
Unit: World Music	Grade Level: 7		
Estimated Time: 13 Days	Level/Track: All	Date Approved: 9/20/04	
Academic Standards	Skills/Knowledge	Activities	Assessment

<p>9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p>	<p>The student will be able to sing accurately and with good breath control throughout his/her singing ranges, alone and in small and large ensembles.</p>	<ul style="list-style-type: none"> • Introduce song such as 'Mangwani Muplele' • Discuss "Roadmapping"(Staff, System, Repeats.) • Practicing to a recording • Discussing the cultural connection • Singing as a class without the recording 	<ul style="list-style-type: none"> • Teacher observation • Quiz or test • Performance assessment
<p>9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>D. Demonstrate knowledge of at least two styles within each art form through</p>	<p>The student will be able to perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.</p>	<ul style="list-style-type: none"> • Using the tune 'Mangwani Muplele', teach students to play (and read) the simple rhythms on the tambourine or other simple percussion instrument • Sing while playing rhythmic instruments 	<ul style="list-style-type: none"> • Teacher observation • Performance assessment

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performance or exhibition of unique works.			
<p>9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p>	<p>The student will be able to sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.</p>	<ul style="list-style-type: none"> • Introduce song such as ‘We’re Gonna Have a Good Time’ • Listening and practicing to a recording • Discussing the composer, then finally singing as a class without the recording 	<ul style="list-style-type: none"> • Teacher observation • Quiz or test • Performance assessment
<p>9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p>	<p>The student will be able to sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</p>	<ul style="list-style-type: none"> • Introduce a song like ‘De Colores’ of Spanish Origin • Go over pronunciation in Spanish • Students sing melody of tune 	<ul style="list-style-type: none"> • Teacher observation • Class participation • Performance assessment

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9.2.8 Historical and Cultural Contexts D. Analyze a work of art from its historical and cultural perspective.			
9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.	The student will be able to sing music written in two or three parts.	<ul style="list-style-type: none"> • Teach tune such as one stated above (De Colores) • Students sing both the top and bottom parts (Soprano & Alto) 	<ul style="list-style-type: none"> • Teacher observation • Performance assessment
9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts B. Recognize, know, use, and demonstrate a variety of appropriate arts elements	Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed	<ul style="list-style-type: none"> • Continuation of the piece 'De Colores' • Teach melody on any pitched percussion instrument • Perform piece as a class 	<ul style="list-style-type: none"> • Teacher observation • Performance assessment

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<p>and principles to produce, review, and revise original works in the arts.</p> <p>D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.2.8 Historical and Cultural Contexts</p> <p>D. Analyze a work of art from its historical and cultural perspective.</p>			
<p>9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition</p>	<p>The student will be able to perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.</p>	<ul style="list-style-type: none"> • Listen to a recording of a piece such as ‘Alex Jive’ by The Boyoyo Boys • Examine the chordal structure as well as the rhythm • Teach students to play the rhythm • Other students join along by playing the chords and improvising melodies 	<ul style="list-style-type: none"> • Teacher observation • Quiz or test • Performance assessment

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of unique works.			
<p>9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>C. Identify and use comprehensive vocabulary within each of the art forms.</p>	<p>The student will be able to improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p>	<ul style="list-style-type: none"> Using a tune such as ‘Alex Jive’, give the students the notes for a simple pentatonic scale Students play the rhythm for the piece taught earlier Students improvise new melodies over the rhythm 	<ul style="list-style-type: none"> Teacher observation Performance assessment
<p>9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce,</p>	<p>The student will be able to perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</p>	<ul style="list-style-type: none"> Introduce a song like ‘The Boat Song’ from Vietnam Teach melody and rhythmic figures on pitched percussion instruments Perform piece as a class 	<ul style="list-style-type: none"> Teacher observation Performance assessment

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<p>review, and revise original works in the arts.</p> <p>D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.2.8 Historical and Cultural Contexts</p> <p>B. Relate the works in the arts chronologically to historical events.</p>			
<p>9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>C. Identify and use comprehensive vocabulary within each of the art forms.</p> <p>9.2.8 Historical and Cultural Contexts</p> <p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</p>	<p>The student will be able to describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p>	<ul style="list-style-type: none"> • Students will be exposed to at least three different types of music such as <i>Russian, Spanish, and African</i> • Students will describe the characteristics of each on paper while listening 	<ul style="list-style-type: none"> • Teacher observation • Quiz or Test • Written activity

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<p>D. Analyze a work of art from its historical and cultural perspective.</p> <p>G. Relate works in the arts to geographic regions.</p> <p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</p> <p>9.4.8 Aesthetic Response</p> <p>A. Compare and contrast examples of groups and individual philosophical meanings of works in the arts and humanities.</p> <p>C. Describe how the attributes of the audience’s environment influence aesthetic responses.</p> <p>D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.</p>	<p>The student will be able to compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p>	<ul style="list-style-type: none"> • Through a study of composers such as Bach, Mozart & Beethoven, students will prepare an aural (or written) report explaining the society each composer lived in • Discuss how their music was a part of that society and how it was used 	<ul style="list-style-type: none"> • Teacher observation • Student Report • Quiz or test
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