

# Exploring Music 1

**State Course Description:** Students explore the essential elements of 20th- and 21st-century music in America (e.g., jazz, rock, soul, blues) and global cultures (e.g., Latin, Bollywood, European, Asian, world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music; and the modes of listening, distributing, and gaining access to music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**.Course Number: 1301090**

**Grade Level(s): 6, 7, 8**

1. I can perform music, from memory, expressively and with proper technique.
2. I can compose and/or arrange short musical pieces by manipulating melody, form, rhythm, and/or voicing.
3. I can describe what I hear using basic musical vocabulary (rhythm, melody, form, harmony, timbre, dynamics, and texture) and how these elements contributes to its expressive qualities.
4. I can follow a basic system for music notation applying terms and symbols accurately.
5. I can listen critically and demonstrate understanding through:
  - a) comparing written notation to aural examples
  - b) analyzing performances for musical accuracy
  - c) making inferences regarding performers' and composers' artistic choices.
6. I can accurately categorize vocal and instrumental literature by genre, style, and/or time period and describe the cultural and historical influences on music in relation to the arts and other disciplines.
7. I can describe and demonstrate responsible citizenship as a member of the global music community by:

- a) proper care of voice and instruments
  - b) participation in all ensemble activities
  - c) appropriate behavior- in rehearsal, on stage, and in the audience.
  - d) Practicing law-abiding behavior as a consumer of musical resources and media.
8. I can describe the role of music in a community and culture and how studying music can enhance global thinking.
9. I can compare, using correct music vocabulary, the aesthetic impact of a performance to my own idea of the composer's intent.
10. I can describe several routes a composition or performance could travel from creator to consumer.

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Pinellas County Schools Key Learnings

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## Pinellas County Schools Key Learnings

| Pinellas County Key Learnings:<br><b>Music of the World</b>  | FL NGSSS   |
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| I can perform music, from memory, expressively and with proper technique.  | <a href="#">MU.68.S.3.1</a> ,<br><a href="#">MU.68.S.3.2</a>   |
| I can compose and/or arrange short musical pieces by manipulating melody, form, rhythm, and/or voicing.  | <a href="#">MU.68.S.1.1</a> ,<br><a href="#">MU.68.S.1.3</a>   |
| I can describe what I hear using basic musical vocabulary (rhythm, melody, form, harmony, timbre, dynamics, and texture) and how these elements contributes to its expressive qualities.   | <a href="#">MU.68.C.1.1</a> ,<br><a href="#">MU.68.O.1.1</a> ,<br><a href="#">MU.68.O.3.1</a> , <a href="#">LAFS.6.SL.1.1</a>  |
| I can follow a basic system for music notation applying terms and symbols accurately.  | <a href="#">LAFS.6.SL.2.4</a> ,<br><a href="#">MAFS.K12.MP.6.1</a><br><a href="#">MAFS.K12.MP.7.1</a>  |
| I can listen critically and demonstrate understanding through:   | <a href="#">MU.68.C.2.1</a> ,<br><a href="#">MU.68.C.2.2</a> ,<br><a href="#">MU.68.C.3.1</a> ,<br><a href="#">MU.68.O.1.1</a> ,<br><a href="#">LAFS.6.SL.1.1</a>                                  |
| I can accurately categorize vocal and instrumental literature by genre, style, and/or time period and describe the cultural and historical influences on music in relation to the arts and other disciplines.  | <a href="#">MU.68.H.1.4</a> ,<br><a href="#">MU.68.H.1.1</a> ,<br><a href="#">MU.68.H.1.2</a> ,<br><a href="#">MU.68.H.1.3</a> ,<br><a href="#">MU.68.H.1.4</a> ,<br><a href="#">LAFS.6.SL.1.1</a> |
| I can describe and demonstrate responsible citizenship as a member of the global music community by: <ul style="list-style-type: none"> <li>e) proper care of voice and instruments</li> <li>f) participation in all ensemble activities</li> <li>g) appropriate behavior- in rehearsal, on stage, and in the audience.</li> </ul> Practicing law-abiding behavior as a consumer of musical resources and media. | <a href="#">MU.68.F.3.2</a> ,<br><a href="#">LAFS.6.SL.1.1</a> ,<br><a href="#">DA.68.S.2.1</a>  |
| I can describe the role of music in a community and culture and how studying music can enhance global thinking.  | <a href="#">MU.68.F.2.2</a> ,<br><a href="#">MU.68.F.3.1</a> ,<br><a href="#">MU.68.H.3.2</a> ,<br><a href="#">LAFS.6.SL.1.1</a> ,<br><a href="#">LAFS.68.WHST.3.7</a>                             |
| I can compare, using correct music vocabulary, the aesthetic impact of a performance to my own idea of the composer's  | <a href="#">MU.68.C.1.2</a> ,<br><a href="#">LAFS.6.SL.1.1</a> ,<br><a href="#">LAFS.6.SL.1.3</a> ,  |

## Pinellas County Schools Key Learnings

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| intent.   | <a href="#">LAFS.68.RST.2.4</a>                               |  |
| I can describe several routes a composition or performance could travel from creator to consumer. | <a href="#">MU.68.H.2.2,</a><br><a href="#">LAFS.6.SL.1.1</a> |  |

### NGSSS Big Ideas

**C**= Critical Thinking & Reflection

**S**= Skills, Techniques & Processes

**O**= Organizational Structure

**H**= Historical & Global Connections

**F**= Innovation, Technology, & Future

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