

Exploring Music 3

State Course Description: Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Course Number: 1301110

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 contribute 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 comparing written notation to aural examples, analyzing performances for musical accuracy, and 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 proper care of voice and instruments, appropriate behavior – in rehearsal, on stage, and in the audience, 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.

Pinellas County Schools Key Learnings

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| Pinellas County Key Learnings: Music of the World | FL NGSSS |
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10. I can describe several routes a composition or performance could travel from creator to consumer.

Pinellas County Schools Key Learnings

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| <p>I can perform music, from memory, expressively and with proper technique.</p> | <p>MU.68.S.1.4, MU.68.S.2.1, MU.68.S.3.1, MU.68.S.3.2, LAFS.8.SL.1.1</p> |
| <p>I can compose and/or arrange short musical pieces by manipulating melody, form, rhythm, and/or voicing.</p> | <p>MU.68.F.1.1, MU.68.F.1.2, MU.68.S.1.2, MU.68.S.1.3, MU.68.O.2.1</p> |
| <p>I can describe what I hear using basic musical vocabulary (rhythm, melody, form, harmony, timbre, dynamics, and texture) and how these elements contribute to its expressive qualities.</p> | <p>MU.68.O.1.1, MU.68.O.3.1, LAFS.8.SL.1.1, LAFS.68.RST.2.4</p> |
| <p>I can follow a basic system for music notation applying terms and symbols accurately.</p> | <p>LAFS.68.RST.2.4, MAFS.K12.MP.5.1, MAFS.K12.MP.6.1, MAFS.K12.MP.7.1</p> |
| <p>I can listen critically and demonstrate understanding through comparing written notation to aural examples, analyzing performances for musical accuracy, and making inferences regarding performers' and composers' artistic choices.</p> | <p>MU.68.C.2.2, MU.68.C.2.3, MU.68.C.3.1, MU.68.O.1.1, MU.68.S.3.4, LAFS.8.SL.1.1, LAFS.8.SL.1.2, LAFS.8.SL.1.3</p> |
| <p>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.</p> | <p>MU.68.C.1.3, MU.68.C.1.4, MU.68.H.1.1, MU.68.H.1.2, MU.68.H.1.3, MU.68.H.1.4, MU.68.H.1.5, MU.68.H.2.1, MU.68.H.2.3, MU.68.H.3.1, LAFS.8.SL.1.1, LAFS.8.SL.1.2</p> |
| <p>I can describe and demonstrate responsible citizenship as a member of the global music community by proper care of voice and instruments, appropriate behavior – in rehearsal, on stage, and in the audience, practicing law-abiding behavior as a consumer of musical resources and media.</p> | <p>MU.68.F.3.2, LAFS.8.SL.1.1, DA.68.S.2.1</p> |

Pinellas County Schools Key Learnings

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| I can describe the role of music in a community and culture and how studying music can enhance global thinking. | MU.68.F.3.3 , LAFS.8.SL.1.1 , LAFS.8.SL.2.4 , LAFS.68.WHST.3.7 |
| I can compare, using correct music vocabulary, the aesthetic impact of a performance to my own idea of the composer's intent. | MU.68.C.1.2 , LAFS.8.SL.1.1 , LAFS.8.SL.1.2 , LAFS.8.SL.1.3 , LAFS.68.RST.2.4 |
| I can describe several routes a composition or performance could travel from creator to consumer. | MU.68.F.2.1 , LAFS.8.SL.1.1 |

NGSSS Big Ideas

C= Critical Thinking & Reflection

S= Skills, Techniques & Processes

O= Organizational Structure

H= Historical & Global Connections

F=Innovation, Technology, & Future