

Music of the World Curriculum Map

Quarter	Enduring Understanding/Essential Questions	Key Learnings/NGSSS	Learning Activities	Possible Resources (Not In Sequential Order)	Assessments
Quarter 1	<p>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p> <p>Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Assessing our own and others' artistic work, using critical thinking, problem-solving, and decision making skills, is central to artistic growth.</p> <p>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>	<p>I can define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. MU.912.F.3.3, MU.912.H.3.1</p> <p>I can follow a basic system for music notation applying terms and symbols accurately.</p> <p>I can analyze instruments of the world and classify them by common traits. MU.912.C.1.3</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 MU.912.C.1.1, MU.912.C.1.2, MU.912.C.2.2, MU.912.O.1.1, MU.912.O.3.1</p>	<p>Power points, Prezis, Keynotes, wikis, video performances, audio performances, live performances</p> <p>singing, performing on an instrument, body percussion, rhythm/melody games</p> <p>Listening maps, classification games,</p> <p>listening journals, listening maps, pantomime, movement activities, compare/contrast lessons</p>	<p>Equipment: SMART Board, document camera, audio system, white board, projector</p> <p>Books: The American Songbook: The Singers, Songwriters & The Songs by Michael Feinstein and Ken Bloom</p> <p>About 100 Year so American Musical Theatre in About 100 Minutes: Ten Short Units Covering Broadway Shows from 1900-2000 (Reproducible Activities and CD Enclosed, by Cathy Blair</p> <p>World Music Drumming</p> <p>World Music Drumming: New Ensembles and Songs</p> <p>DVD/Videos: The Great American Songbook: DVD, Andrews Sisters (Actor), Michael Feinstein (Actor, Producer), Andrew J. Kuehn (Director, Producer)</p> <p>American Roots DVD</p> <p>Software: (Found in Music First) Groovy Music, Noteflight, Soundation, Focus on Sound, Music Delta, O-Generator, Audacity Garageband Sibelius/Finale Novation Launchpad (for iPad) Spotify</p> <p>Content Websites: The Kennedy Center: https://artsedge.kennedy-center.org/educators.aspx</p>	<p>rubrics,</p> <p>performance,</p> <p>observation,</p> <p>self-assessment,</p> <p>peer reviews</p>
Quarter 2	<p>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Through study in the arts, we learn about and honor others and the world in which they live(d).</p> <p>The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>	<p>Continue with Quarter 1 Key Learnings as needed.</p> <p>I can compose, arrange, and/or improvise short musical pieces by manipulating melody, form, rhythm, and/or voicing. MU.912.S.1.1, MU.912.S.1.3, MU.912.H.3.1</p> <p>I can accurately categorize vocal and instrumental literature by genre, style, and/or time period and investigate and discuss how a culture's traditions are reflected through it's music. MU.912.H.1.1, MU.912.H.1.5</p> <p>I can examine, apply, analyze, and evaluate "traditional" and contemporary technologies, and their impact on the development of composition, performance, and acquisition of music. MU.912.H.2.4, MU.912.H.3.1, MU.912.F.1.1</p>	<p>composition activities, garageband, soundation,</p> <p>listening maps, historical timelines, multi-media presentations</p> <p>composition activities,</p>	<p>The Library of Congress: https://www.loc.gov</p> <p>Interactive/Activity Websites: Incredibox Audio Editing (basic loops) www.incredibox.com</p> <p>Music First Classroom (learning management system) www.musicfirst.com</p> <p>Music Theory Lessons and Quizzes www.musictheory.net</p> <p>San Francisco Symphony: http://www.sfskids.org/</p> <p>New York Philharmonic: http://www.nyphilkids.org/games/main.phtml</p> <p>Pezi: Web-based Presentation www.prezi.com</p> <p>ArtsEdge: Perfect Pitch: http://artsedge.kennedy-center.org/interactives/perfectpitch/</p> <p>Carnegie Hall: http://www.carnegiehall.org/Education/</p> <p>Playlist: www.playlist.com</p> <p>Streaming Video Resources: Drumming 2 year old djembe drummer- https://youtu.be/2g753Sv9sUM The talking drum-Donno.mpg-Kwame Ansah-Brew @ Frostburg State Univ. https://youtu.be/sDSPPHGht5s What is a Conga? African Drums https://youtu.be/UoFgXGwJXA Djembe vs. Conga African Drums https://youtu.be/lIbRulm9MxI What is a Log Drum African Drums https://youtu.be/HZlgvdFGlky Advanced Djembe Drum Solos African Drums https://youtu.be/DA3Th0XWD88 Djembe Drumming Patterns for Beginners African Drums https://youtu.be/n65_Z0h7jag How to Play Basic Sounds on a Djembe African Drums https://youtu.be/wNGdKoPjM8o</p> <p>Videos to Play Along nari nari- an ARABIC SONG https://youtu.be/CuW84DE23mk Santigold- You'll find a way (with lyrics) https://youtu.be/ZiOhDq4Wba4</p> <p>The Aesthetic Experience Emotional baby https://youtu.be/nIsCs9-LP8 Ella Mae sings "An American Trilogy" by Elvis Presley https://youtu.be/fmWa1gKrp6Q This Star Wars Scene With no Music is Awesome https://youtu.be/G5z2ECXo33s</p> <p>Just for Fun... Zelda's Lullaby... On OCARINA?!?! https://youtu.be/vYabXITDSxw Enter Kazoo Man: Metallica Enter Sandman performed on KAZOO by Mister Tim (multitrack) https://youtu.be/iC65ufGuvKM Code Name Vivaldi (Bourne Soundtrack/Vivaldi Double Cello Concerto) – ThePianoGuys https://youtu.be/09RUuTAM2H0 Cello Wars (Star Wars Parody) Lightsaber Duel - ThePianoGuys https://youtu.be/BgAlQuqzI8o</p> <p>Tracking Musical Lines Chopin, Fantasie-Impromptu, opus 66 https://youtu.be/APQ2RKECMW8 Beethoven, Symphony 5, 3rd & 4th Movements https://youtu.be/xA0FJ1YpFal</p> <p>Junk Percussion Monster Tubulum: Time to Start https://youtu.be/PBEFzop3_R4 Blue Man Group Pipe Medley (with Crazy Train & Lady Gaga) https://youtu.be/lhkKIxw_1fw STOMP Live: https://www.youtube.com/watch?v=XCF8UwwayKU STOMP Out Loud https://www.youtube.com/watch?v=fN5T8y8bCJ4 Pulse A Stomp Odyssey</p> <p>Music History Evolution of Music- Pentatonix https://youtu.be/IEw80sXsHs The Underground Railroad http://video.pbs.org/video/2181724307/ The Ken Burns Documentary on Jazz http://www.pbs.org/jazz/classroom/index612.htm A history of modern music Music The Guardian http://www.theguardian.com/music/series/a-history-of-modern-music History of Jazz Black History in America Scholastic.com http://teacher.scholastic.com/activities/bhistory/history_of_jazz.htm</p>	
Quarter 3	<p>Assessing our own and others' artistic work, using critical thinking, problem-solving, and decision making skills, is central to artistic growth.</p> <p>Through study in the arts, we learn about and honor others and the world in which they live(d).</p> <p>The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>	<p>Continue with previous Key Learnings as needed.</p> <p>I can evaluate mine/my classmates' composition and/or improvisations and generate improvements independently or cooperatively. MU.912.C.2.3</p> <p>I can analyze and evaluate how Western music has been influenced by historical and world cultures, and its social impact on historical periods. MU.912.H.1.4, MU.912.H.2.1</p>	<p>critical listening, listening maps, peer reviews, composition revisions</p> <p>historical timelines, multi-media presentations,</p>		
Quarter 4	<p>Through study in the arts, we learn about and honor others and the world in which they live(d).</p> <p>Careers in and related to the arts significantly and positively impact local and global economies.</p> <p>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>	<p>Continue with previous Key Learnings as needed.</p> <p>I can compare the works and influences of composers both within and across specifically studied performance media. MU.912.H.1.2, MU.912.H.1.3</p> <p>I can describe and analyze the global impact of the arts and entertainment industry on economic and social health of communities and how actively meeting one's responsibilities in music develops future leaders across multiple career paths. MU.912.F.2.2, MU.912.F.3.1, MU.912.F.3.2</p>	<p>listening activities, multi-media presentations,</p> <p>peer debate, project analysis, compositional process,</p>		

Quarter/Suggested Key Learnings	Weekly Content Plan	Resources Used	Assessment
Quarter 1	Week 1:		
KL: 1, 2, 5, 6	Week 2:		
	Week 3:		
	Week 4:		
	Week 5:		
	Week 6:		
	Week 7:		
	Week 8:		
	Week 9:		
Quarter 2	Week 1:		
KL: 3, 7, 10	Week 2:		
	Week 3:		
	Week 4:		
	Week 5:		
	Week 6:		
	Week 7:		
	Week 8:		
	Week 9:		
Quarter 3	Week 1:		
KL: 4, 8	Week 2:		
	Week 3:		
	Week 4:		
	Week 5:		
	Week 6:		
	Week 7:		
	Week 8:		
	Week 9:		
Quarter 4	Week 1:		
KL: 9, 11	Week 2:		
	Week 3:		
	Week 4:		
	Week 5:		
	Week 6:		
	Week 7:		
	Week 8:		
	Week 9:		