



USD 258 Humboldt Schools

Curriculum Mapping

9-12 Music



Date completed	1 st Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I)
	PT Sings/Plays accurately with a supported tone throughout his/her vocal range while singing/playing alone and in small and large ensembles (3)	(S1B1I1I)
	Performs alone or in small and large ensembles using correct technique (3)	(S2B1I1I)
	Sight-Reads simple/moderate melodies in treble and bass clef(1)	(S5B1I1I)
	PT Identifies and defines standard notation symbols (4)	(S5B3I1I)
	Explains the use of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in a given musical selection (2)	(S6B3I1I)

Vocabulary

- Tone
- Notate
- Elements
- Literature
- Ensemble
- Sight-Reading
- Genres
- Tonality
- Intervals
- Harmonic Progression
- Mark Time
- About Hase

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Curriculum Mapping

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Essential Questions

- How does music enrich your life
- Why do I need to pay attention to music
- How do I practice
- How do I sing/play with a supported tone
- How can I play with expression
- What are the characteristics of meter and rhythm
- What similarities do you find in the different music examples

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences

- Sing in small ensembles with and without accompaniment (MR)
- Sight read from vocal/instrumental book (VL)
- Vocal/Instrumental warm ups (MR)
- Listen to musical examples (VL)
- Singing to Play (VL)
- Full group instruction (VL)
- Marching (BK)
- Street Marching (BK)
- Pep Band fundamentals (IE)Rehearsal
- Echoing
- Direct Instruction
- Breathing exercises (BK)
- Teacher modeling

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Curriculum Mapping

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- Visual Aids
- Guided Practice
- Imagery
- Kinesthetic aids
- Independent Practice
- Peer Critique
- Full Group Instruction
- Think Pair Share
- Solo Playing/singing
- Self Assessment
- Individual body control
- Marching in Step
- Marching Commands
- Math
- Reading
- History
- Writing
- Physical Education
- Singing (MR)
- Self-teaching (IA)
- Sharing time (VL)

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Curriculum Mapping

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Resources

- Sight reading books
- Selected literature
- Small ensemble music
- Solo music
- Listening CD
- CD Player

Assessments

- Informal observation (Rubric)
- Graphic Organizer (Answer Key)
- Playing exam with Rubric (Rubric)
- Practice Sheets

Teacher notes



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Curriculum Mapping

9-12 Music

Date completed	2 nd Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I)
	PT Sings/Plays accurately with a supported tone throughout his/her vocal range while singing/playing alone and in small and large ensembles (3)	(S1B1I1I)
	Performs alone or in small and large ensembles using correct technique (3)	(S2B1I1I)
	Sight-Reads simple/moderate melodies in treble and bass clef(1)	(S5B1I1I)
	PT Identifies and defines standard notation symbols (4)	(S5B3I1I)
	Explains the use of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in a given musical selection (2)	(S6B3I1I)
	PT Applies appropriate stylistic elements needed to perform authentically the music of various genres and cultures (3)	(S1B3I1I)
	Uses instrumental techniques required for accurate and expressive performance of instrumental literature in a classroom setting	(S2B2I1I)
	Sight Reads accurately and expressively	(S5B2I1I)
	PT Develops criteria for evaluating the quality and the effectiveness of music performances and compositions (3)	(S7B1I1I1)

Vocabulary

- Melody
- Composition
- Analyze
- Performance

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Curriculum Mapping

9-12 Music

Essential Questions

- How does music change your life?
- How can music make you a better person?
- How would you describe the different genres and musical periods?
- In what way would we use the different music notations?
- How can we compare and contrast the unique and conceptual elements of music?
- How would you prioritize each rehearsal?
- What is harmony and how can you make it fit the selected style?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences

- Sing in small ensembles with and without accompaniment (MR)
- Sight read from vocal/instrumental book (VL)
- Vocal/Instrumental warm ups (MR)
- Listen to musical examples (VL)
- Composing exercises (VL)
- Jazz Studies (MR)
- Music Vocabulary (MR)
- Articulation exercises (VL)
- Computer lab exercises (IE)
- Research on the computer (VL)
- Brainstorming
- Teacher modeling
- Visual Aids
- Guided Practice

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Curriculum Mapping

9-12 Music

- Imagery
- Kinesthetic aids
- Independent Practice
- Peer Critique
- Full Group Instruction
- Think Pair Share
- Guides Listening
- Solo Playing/singing
- Self Assessment
- Individual body control
- Marching in Step
- Marching Commands
- Composition
- Arranging
- Improv
- Math
- Reading
- History
- Writing
- Physical Education
- Individualized projects (IA)
- Creating codes (LM)
- Large and small group discussions (VL)
- Choral reading (VL)
- Playing recorded music (MR)

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Curriculum Mapping

9-12 Music

Resources

- Sight reading books
- Selected literature
- Small ensemble music
- Solo music
- Listening CD
- CD Player
- Composer books
- Computer

Assessments

- Informal observation (Rubric)
- Graphic Organizer (Answer Key)
- Playing exam with Rubric (Rubric)
- Practice Sheets

Teacher notes

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Curriculum Mapping

9-12 Music

Date completed	3 rd Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I)
	PT Sings/Plays accurately with a supported tone throughout his/her vocal range while singing/playing alone and in small and large ensembles (3)	(S1B1I1I)
	Performs alone or in small and large ensembles using correct technique (3)	(S2B1I1I)
	Sight-Reads simple/moderate melodies in treble and bass clef(1)	(S5B1I1I)
	PT Identifies and defines standard notation symbols (4)	(S5B3I1I)
	Explains the use of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in a given musical selection (2)	(S6B3I1I)
	PT Applies appropriate stylistic elements needed to perform authentically the music of various genres and cultures (3)	(S1B3I1I)
	Uses instrumental and vocal techniques required for accurate and expressive performance of instrumental literature in a classroom setting	(S2B2I1I)
	Sight Reads accurately and expressively	(S5B2I1I)
	PT Develops criteria for evaluating the quality and the effectiveness of music performances and compositions (3)	(S7B1I1I1)
	Applies appropriate stylistic elements needed to perform authentically the music of various genres and cultures (3)	(S1B2I1I)
	PT Sings harmony in songs of two and three parts independently (3)	(S1B4I1I)
	PT Composes simple pieces demonstrating unity and variety (5)	(S4B1I1I)
	Composes and/or arranges a piece using traditional and nontraditional sound sources and electronic music (5)	(S4B3I1I)

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	Describes specific music events in a given aural example, using appropriate terminology(2)	(S6B1I1I)
	Compares and contrast the unique conceptual elements of two or more art forms as they are used to communicate similar events, scenes, emotions, or ideas (4)	(S8B1I1I)
	Describes specific characteristics (elements) of genres and styles from various cultures (2)	(S9B1I1I)
	Identifies and Classifies selected repertoire by genre, style, historical period and composer (3,2)	(S9B2I2I)

Vocabulary

- Melody
- Composition
- Analyze
- Performance
- Aural
- Arranging
- Improvisation
- Repertoire
-

Essential Questions

- What are the specific music events in the music example?
- What do I hope to get out of my music classes?
- How would you describe the interrelationships of the conceptual elements in music?

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Curriculum Mapping

9-12 Music

- In what ways did you make the arrangement your own?
- How would you summarize your solo performance?
- How can I incorporate music into everyday live situations?
- How can I touch someone's life with music?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences

- Sing in small ensembles with and without accompaniment (MR)
- Sight read from vocal/instrumental book (VL)
- Vocal/Instrumental warm ups (MR)
- Listen to musical examples (VL)
- Composing exercises (VL)
- Jazz Studies (MR)
- Music Vocabulary Sheets (MR)
- Articulation exercises (VL)
- Computer lab exercises (IE)
- Research on the computer (VL)
- Finger modality exercises (BK)
- Composing and arranging worksheets (VL)
- Teacher modeling
- Visual Aids
- Guided Practice
- Imagery
- Kinesthetic aids
- Independent Practice

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Curriculum Mapping

9-12 Music

- Peer Critique
- Full Group Instruction
- Think Pair Share
- Guides Listening
- Transposition
- Sight reading
- Arranging
- Vocabulary awareness
- Social Studies
- Math
- Reading
- Writing
- Publishing (VL)
- Creative movement (BK)
- Hands-on Activities (BK)
- Group singing (MR)
- Music software (MR)

Resources

- Sight reading books
- Selected literature
- Small ensemble music
- Solo music
- Listening CD
- CD Player

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Curriculum Mapping

9-12 Music

- Composer books
- Computer
- World culture in music book

Assessments

- Informal observation (Rubric)
- Graphic Organizer (Answer Key)
- Playing exam with Rubric (Rubric)
- Practice Sheets

Teacher notes



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Curriculum Mapping

9-12 Music

Date completed	4 th Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I)
	PT Sings/Plays accurately with a supported tone throughout his/her vocal range while singing/playing alone and in small and large ensembles (3)	(S1B1I1I)
	Performs alone or in small and large ensembles using correct technique (3)	(S2B1I1I)
	Sight-Reads simple/moderate melodies in treble and bass clef(1)	(S5B1I1I)
	PT Identifies and defines standard notation symbols (4)	(S5B3I1I)
	Explains the use of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in a given musical selection (2)	(S6B3I1I)
	PT Applies appropriate stylistic elements needed to perform authentically the music of various genres and cultures (3)	(S1B3I1I)
	Uses instrumental and vocal techniques required for accurate and expressive performance of instrumental literature in a classroom setting	(S2B2I1I)
	Sight Reads accurately and expressively	(S5B2I1I)
	PT Develops criteria for evaluating the quality and the effectiveness of music performances and compositions (3)	(S7B1I1I1)
	Applies appropriate stylistic elements needed to perform authentically the music of various genres and cultures (3)	(S1B2I1I)
	PT Sings harmony in songs of two and three parts independently (3)	(S1B4I1I)
	PT Composes simple pieces demonstrating unity and variety (5)	(S4B1I1I)
	Composes and/or arranges a piece using traditional and nontraditional sound sources and electronic music (5)	(S4B3I1I)
	Describes specific music events in a given aural example, using appropriate terminology(2)	(S6B1I1I)

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Curriculum Mapping

9-12 Music

	Compares and contrast the unique conceptual elements of two or more art forms as they are used to communicate similar events, scenes, emotions, or ideas (4)	(S8B1I1I)
	Describes specific characteristics (elements) of genres and styles from various cultures (2)	(S9B1I1I)
	Identifies and Classifies selected repertoire by genre, style, historical period and composer (3,2)	(S9B2I2I)
	Applies quality criteria to personal listening, composing and/or performance(3)	(S7B1I2I)
	Uses specific criteria to evaluate his/her and others' performances, compositions, arrangements, and/or improvisations (3)	(S7B2I1I)
	Compares the function music serves, the role of a musician, and avenues of performance in selected cultures of the world (2)	(S9B3I1I)

Vocabulary

- Pentatonic
- Accompaniment
- Embellishment
- Variations
- Major
- Minor

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Essential Questions

- How can I explain the use of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in a given musical selection?
- How would you assess musical examples in an aural lesson?
- How would I sing harmony in a three part song?
- How would you explain the connection with music and other subject areas?
- What would the world be like without music?
- How would your life change without music?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences

- Sing in small ensembles with and without accompaniment (MR)
- Sight read from vocal/instrumental book (VL)
- Vocal/Instrumental warm ups (MR)
- Listen to musical examples (VL)
- Composing exercises (VL)
- Jazz Studies (MR)
- Music Vocabulary Sheets (MR)
- Articulation exercises (VL)
- Computer lab exercises (IE)
- Research on the computer (VL)
- Finger modality exercises (BK)
- Composing and arranging worksheets (VL)
- Melody construction (MR)
- Harmonizing improve (MR)

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Curriculum Mapping

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- Music classification (LM)
- Composer studies (SV)
- Concert performance (MR)
- Teacher modeling
- Visual Aids
- Guided Practice
- Imagery
- Kinesthetic aids
- Independent Practice
- Peer Critique
- Full Group Instruction
- Think Pair Share
- Guides Listening
- Transposition
- Sight reading
- Arranging
- Vocabulary awareness
- Composer recognition
- Classification reasoning
- Performance evaluations
- Social Studies
- Math
- Reading
- Writing
- Cooperative groups (IE)

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Curriculum Mapping

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- Writing activities (VL)
- Rhythm songs (MR)
- Creating new melodies (MR)

Resources

- Sight reading books
- Selected literature
- Small ensemble music
- Solo music
- Listening CD
- CD Player
- Composer books
- Computer
- Jazz Improv books

Assessments

- Informal observation (Rubric)
- Graphic Organizer (AK)
- Playing exam with rubric (Rubric)
- Practice sheets

Teacher notes

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