

<b>COURSE:</b> General Music	<b>GRADE(S):</b> 7
<b>UNIT:</b> Piano Skills	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>● <u>Select:</u> varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>● <u>Analyze:</u> analyze the structure and context of varied musical works and their implications for performance;</li> <li>● <u>Interpret:</u> develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li>● <u>Rehearse, Evaluate and Refine:</u> evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li>● <u>Present:</u> Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p> <p><b>Common Anchor 10:</b></p> <ul style="list-style-type: none"> <li>● <u>Connect:</u> Synthesize and relate knowledge and personal experiences to make music.</li> </ul> <p>Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p><b>Common Anchor 11:</b></p> <ul style="list-style-type: none"> <li>● <u>Connect:</u> Relate musical ideas and works with varied context to deepen understanding</li> </ul> <p>Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1.8 -- A, B, C, D, G, H, J, K</p> <p>9.2.8 – L</p> <p>9.3.8 – A, B, D, E, F</p> <p>9.4.8 – B</p>
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<b>UNIT OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. Review parts of electronic piano instruments.</li> <li>2. Demonstrate proper use of piano equipment.</li> <li>3. Demonstrate correct posture and hand position.</li> <li>4. Review black and white keys by name.</li> <li>5. Review middle C position in right and left hand.</li> <li>6. Identify various right and left hand positions.</li> <li>7. Review reading and performing pitches of the middle C position (F,G,A,B,C,D,E,F,G).</li> <li>8. Read and perform pitches of the Grand Staff.</li> <li>9. Read and perform piano notation using the Grand Staff.</li> <li>10. Identify and perform note values (Quarter, Half, Dotted Half, Whole, Eighth, Dotted Quarter).</li> <li>11. Identify and perform rest values (Quarter, Half, Whole, Eighth).</li> <li>12. Identify and perform Piano Skills techniques (Slurs, Ties, Repeats, Fermatas, Crossing Hands, Accents, Staccato, Accidentals, Ritards).</li> <li>13. Perform piano music with accurate rhythm and tempo.</li> <li>14. Perform individually (solo) and/or as a group (with or without accompaniment).</li> </ol>	
<b>ACTIVITIES:</b> <ul style="list-style-type: none"> <li>▪ <b>Practice</b> – a variety of piano repertoire</li> <li>▪ <b>Review</b> – Concepts and skills</li> <li>▪ <b>Performance</b> – Accurate aural representation of repertoire</li> </ul> <b>RESOURCES:</b> <ul style="list-style-type: none"> <li>▪ Leila Fletcher Piano Course Book 1</li> <li>▪ Leila Fletcher Performance Book 1A</li> <li>▪ Leila Fletcher Piano Course Book 2</li> <li>▪ Teacher created handouts and activities</li> <li>▪ Music Websites</li> </ul>	<b>ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Performance Quiz/Test</li> <li>▪ Worksheets/Handouts</li> <li>▪ Activities/Projects</li> </ul> <b>REMEDICATION/MODIFICATION:</b> <ul style="list-style-type: none"> <li>▪ Assistance – Teacher/Peer</li> <li>▪ Adjustment – Length</li> <li>▪ Alternative – Assignments/Projects</li> </ul> <b>ENRICHMENT:</b> <ul style="list-style-type: none"> <li>▪ Additional – piano Repertoire</li> </ul>

<b>COURSE:</b> General Music	<b>GRADE(S):</b> 7
<b>UNIT:</b> Piano Theory	

<b>NATIONAL STANDARDS:</b> <b>Common Anchor 4:</b> <ul style="list-style-type: none"> <li>● <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and</li> </ul>
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contest;

- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

**Common Anchor 5:**

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Common Anchor 6:**

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

**Common Anchor 10:**

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Common Anchor 11:**

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**STATE STANDARDS:**

9.1.8 – A, B, C, D, E, G, H, J, K

9.2.8 – A, B, C, D, E, F, G, L

9.3.8 – A, B, C, D, E

**UNIT OBJECTIVES:**

1. Review signs and symbols of beginning piano notation.
2. Identify and understand signs and symbols of piano notation.
3. Apply signs and symbols of piano notation (Fermatas, Ritards, Accents, 8va, L.H., R.H.
4. Read and perform music in piano notation.
5. Compose and perform a short piece in piano notation.

**ACTIVITIES:**

- **Practice** - application of piano notation
- **Review** – concepts and symbols of notation
- **Application** – a variety of piano notation assignments

**RESOURCES:**

- Leila Fletcher Piano Course Book 1

**ASSESSMENTS:**

- Teacher observation
- Performance Quiz/Test
- Worksheets/Handouts
- Activities/Projects

**REMEDIATION/MODIFICATION:**

- Assistance – Teacher/Peer

<ul style="list-style-type: none"> <li>▪ Leila Fletcher Piano Course Book 2</li> <li>▪ Alfred’s Essentials of Music Theory</li> <li>▪ Teacher created handouts and activities</li> <li>▪ Music Websites</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adjustment – Length</li> <li>▪ Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ Additional – Worksheets/handouts, activities, and projects</li> </ul>
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<b>COURSE:</b> General Music	<b>GRADE(S):</b> 7
<b>UNIT:</b> Beginning Guitar	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>● <u>Select:</u> varied musical works to present based on interest, knowledge, technical skill, and context;</li> <li>● <u>Analyze:</u> analyze the structure and context of varied musical works and their implications for performance;</li> <li>● <u>Interpret:</u> develop personal interpretations that consider creators’ intent.</li> </ul> <p>Pr4.1 - Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li>● <u>Rehearse, Evaluate and Refine:</u> evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li>● <u>Present:</u> Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p> <p><b>Common Anchor 10:</b></p> <ul style="list-style-type: none"> <li>● <u>Connect:</u> Synthesize and relate knowledge and personal experiences to make music.</li> </ul> <p>Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p><b>Common Anchor 11:</b></p> <ul style="list-style-type: none"> <li>● <u>Connect:</u> Relate musical ideas and works with varied context to deepen understanding</li> </ul> <p>Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p>
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**STATE STANDARDS:**

- 9.1.8 -- A, B, C, D, G, H, J, K
- 9.2.8 – L
- 9.3.8 – A, B, D, E, F
- 9.4.8 – B

**UNIT OBJECTIVES:**

1. Differentiate the three types of guitars.
2. Identify the parts of the acoustic guitar.
3. Demonstrate proper guitar posture.
4. Demonstrate proper use and care of guitar.
5. Identify first and second string notes on the staff (E, F, G, B, C, D).
6. Perform first and second string notes using correct fingering.
7. Read a chord chart.
8. Identify guitar chords (G, D7).
9. Perform guitar chords (G, D7).
10. Perform whole, half, dotted half, and quarter notes by strumming and picking.
11. Perform guitar music with accurate rhythm and tempo.
12. Perform individually (solo) and/or as a group, with or without accompaniment.
13. Understand the historical development of the guitar.

**ACTIVITIES:**

- **Practice** – a variety of beginning guitar repertoire
- **Review** – Concepts and skills
- **Performance** – Accurate aural representation of repertoire

**RESOURCES:**

- Aaron Stang Guitar Method 1
- Teacher created handouts and activities

**ASSESSMENTS:**

- Teacher observation
- Performance Quiz/Test
- Worksheets/handouts
- Activities/Projects

**REMEDIATION/MODIFICATION:**

- Assistance -- Teacher/Peer
- Adjustment – Length
- Alternative – Assignments/Projects

**ENRICHMENT:**

- Additional – Guitar repertoire

<b>COURSE:</b> General Music	<b>GRADE(S):</b> 7
<b>UNIT:</b> Beginning Guitar Theory	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>● <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>● <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>● <u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li>● <u>Rehearse, Evaluate and Refine</u>: evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li>● <u>Present</u>: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p> <p><b>Common Anchor 7:</b></p> <ul style="list-style-type: none"> <li>● <u>Select</u>: Choose music appropriate for specific purposes and contexts.</li> <li>● <u>Analyze</u>: Analyze how the structure and context of varied musical works inform the response</li> </ul> <p>Re7.1 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music</p> <p><b>Common Anchor 8:</b></p> <ul style="list-style-type: none"> <li>● <u>Interpret</u>: Support interpretations of musical works that reflect creators'/performers' expressive intent.</li> </ul> <p>Re8.1: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>Common Anchor 9:</b></p> <ul style="list-style-type: none"> <li>● <u>Evaluate</u>: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</li> </ul> <p>Re9.1 - The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p> <p><b>Common Anchor 10:</b></p> <ul style="list-style-type: none"> <li>● <u>Connect</u>: Synthesize and relate knowledge and personal experiences to make music.</li> </ul> <p>Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating,</p>
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performing, and responding.

**Common Anchor 11:**

● Connect: Relate musical ideas and works with varied context to deepen understanding  
Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**STATE STANDARDS:**

9.1.8 – A, B, C, D, E, G, H, J, K

9.2.8 – A, B, C, D, E, F, G, L

9.3.8 – A, B, C, D, E

**UNIT OBJECTIVES:**

1. Identify and understand signs and symbols of beginning guitar notation.
2. Apply signs and symbols of beginning guitar notation (Treble Staff, Notes, Rests, Time Signatures, Ties, Measures, Bar Lines: Single/Double, Chord Charts).
3. Read and perform music in guitar notation.
4. Compose and perform a short piece in guitar notation.

**ACTIVITIES:**

- **Practice** – Application of beginning guitar notation
- **Review** – Concepts and symbols of notation
- **Application** – A variety of beginning guitar notation assignments

**RESOURCES:**

- Aaron Stang Guitar Method 1
- Alfred's Essentials of Music Theory
- Teacher created handouts and activities
- Music Websites

**ASSESSMENTS:**

- Teacher observation
- Performance Quiz/Test
- Worksheets/handouts
- Activities/Projects

**REMEDIATION/MODIFICATION:**

- Assistance -- Teacher/Peer
- Adjustment – Length
- Alternative – Assignments/Projects

**ENRICHMENT:**

- Additional – Worksheets/handouts, activities and projects

<b>COURSE:</b> General Music	<b>GRADE(S):</b> 8
<b>UNIT:</b> Piano Skills	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 1:</b></p> <ul style="list-style-type: none"> <li>● <u>Imagine:</u> Generate musical ideas for various purposes and contexts.</li> </ul> <p>Cr1.1 - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources</p> <p><b>Common Anchor 2:</b></p> <ul style="list-style-type: none"> <li>● <u>Plan and Make:</u> Select and develop musical ideas for defined purposes and contexts</li> </ul> <p>Cr2.1 - Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Common Anchor 3:</b></p> <ul style="list-style-type: none"> <li>● <u>Evaluate and Refine:</u> Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria</li> <li>● <u>Present:</u> Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality</li> </ul> <p>Cr3.1 - Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> <p>Cr3.2- Musicians' presentation of creative work is the culmination of a process of creation and communication</p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>● <u>Select:</u> varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>● <u>Analyze:</u> analyze the structure and context of varied musical works and their implications for performance;</li> <li>● <u>Interpret:</u> develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li>● <u>Rehearse, Evaluate and Refine:</u> evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li>● <u>Present:</u> Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p> <p><b>Common Anchor 10:</b></p> <ul style="list-style-type: none"> <li>● <u>Connect:</u> Synthesize and relate knowledge and personal experiences to make music.</li> </ul>
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Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Common Anchor 11:**

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**STATE STANDARDS:**

9.1.8 -- A, B, C, D, G, H, J, K

9.2.8 – L

9.3.8 – A, B, D, E, F

9.4.8 – B

**UNIT OBJECTIVES:**

1. Demonstrate proper use of piano equipment.
2. Demonstrate correct posture and hand position.
3. Identify various right and left hand positions.
4. Read and perform pitches of the Grand Staff.
5. Read and perform piano notation using the Grand Staff.
6. Identify and perform note values (Quarter, Half, Dotted Half, Whole, Eighth, Dotted Quarter).
7. Identify and perform rest values (Quarter, Half, Whole, Eighth).
8. Identify and perform Piano Skills techniques (As appropriate for student level).
9. Perform piano music with accurate rhythm and tempo.
10. Perform individually (solo) and/or as a group, with or without accompaniment.

**ACTIVITIES:**

- **Practice** – a variety of piano repertoire
- **Review** – Concepts and skills
- **Performance** – Accurate aural representation of repertoire

**RESOURCES:**

- Leila Fletcher Piano Course Book 1
- Leila Fletcher Piano Course Book 2
- Teacher created handouts and activities
- Music Websites

**ASSESSMENTS:**

- Teacher observation
- Performance Quiz/Test
- Worksheets/Handouts
- Activities/Projects

**REMEDIATION/MODIFICATION:**

- Assistance – Teacher/Peer
- Adjustment – Length
- Alternative – Assignments/Projects

**ENRICHMENT:**

Additional – piano Repertoire

<b>COURSE:</b> General Music	<b>GRADE(S):</b> 8
<b>UNIT:</b> Guitar	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>● <u>Select:</u> varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>● <u>Analyze:</u> analyze the structure and context of varied musical works and their implications for performance;</li> <li>● <u>Interpret:</u> develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li>● <u>Rehearse, Evaluate and Refine:</u> evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li>● <u>Present:</u> Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p> <p><b>Common Anchor 10:</b></p> <ul style="list-style-type: none"> <li>● <u>Connect:</u> Synthesize and relate knowledge and personal experiences to make music.</li> </ul> <p>Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p><b>Common Anchor 11:</b></p> <ul style="list-style-type: none"> <li>● <u>Connect:</u> Relate musical ideas and works with varied context to deepen understanding</li> </ul> <p>Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1.8 -- A, B, C, D, G, H, J, K</p> <p>9.2.8 – L</p> <p>9.3.8 – A, B, D, E, F</p> <p>9.4.8 – B</p>
<p><b>UNIT OBJECTIVES:</b></p> <p>1. Review the parts of the acoustic guitar.</p>

2. Demonstrate proper guitar posture.
3. Demonstrate proper use and care of guitar.
4. Identify first, second and third string notes on the staff (E, F, G, B, C, D, G, A).
5. Perform first, second and third string notes using correct fingering.
6. Read a chord chart.
7. Identify guitar chords (G, D7, Em, C).
8. Perform guitar chords (G, D7, Em, C).
9. Perform whole, half, dotted half, quarter, and eighth notes by strumming and picking.
10. Perform guitar music with accurate rhythm and tempo.
11. Perform individually (solo) and/or as a group, with or without accompaniment.

**ACTIVITIES:**

- **Practice** – a variety of guitar repertoire
- **Review** – Concepts and skills
- **Performance** – Accurate aural representation of repertoire

**RESOURCES:**

- Aaron Stang Guitar Method 1
- Teacher created handouts and activities
- Music Websites

**ASSESSMENTS:**

- Teacher observation
- Performance Quiz/Test
- Worksheets/handouts
- Activities/Projects

**REMEDICATION/MODIFICATION:**

- Assistance -- Teacher/Peer
- Adjustment – Length
- Alternative – Assignments/Projects

**ENRICHMENT:**

- Additional – Guitar repertoire

**COURSE:** General Music

**GRADE(S):** 8

**UNIT:** Music History

**NATIONAL STANDARDS:**

**Common Anchor 7:**

- Select: Choose music appropriate for specific purposes and contexts.
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.1 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music

**Common Anchor 8:**

- Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.

Re8.1: Through their use of elements and structures of music, creators and performers provide clues to

their expressive intent.

**Common Anchor 9:**

- Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Re9.1 - The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

**Common Anchor 10:**

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Common Anchor 11:**

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**STATE STANDARDS:**

9.1.8 – A, B, C, D, E, F

9.2.8 – A, B, C, D, E, F, G, I, J, K, L

9.3.8 – A, B, C, D, E, F, G

9.4.8 – A, B, C, D

**UNIT OBJECTIVES:**

1. Identify time periods of music history.
2. Identify music genres related to specific time periods.
3. Recognize the historical development of instruments.
4. Understand the importance of composers and their contributions to music history.
5. Recognize the evolution of music notation.

**ACTIVITIES:**

- Discussion of music in its historical context
- Visual and aural representations of music from specific time periods
- Visual and aural representations of instruments
- Visual representations of notation
- Visual representations of composers

**RESOURCES:**

- Teacher created handouts and activities
- Music Websites
- Various music recordings and videos

**ASSESSMENTS:**

- Teacher observations
- Quiz/Test
- Worksheets/handouts
- Activities/Projects

**REMEDIA TION/MODIFICATION:**

- Assistance -- Teacher/Peer
- Adjustment – Length
- Alternative – Assignments/Projects

**ENRICHMENT:**

- Additional – Readings and listening examples