

CURRICULUM MAP MUSIC– GRADE TEN

| August/September | October | November |
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| <p>Historical, Cultural and Social Contexts 1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.</p> <p>Creative Expression and Communication 10. Identify articulations, expressive symbols and terms.</p> <p>Analyzing and Responding 3. Respond to conducting patterns and gestures to interpret selected pieces musically.</p> <p>Valuing Music/Aesthetic Reflection 1. Describe how the use of elements of music affects the aesthetic impact of a music selection.</p> <p>Connections, Relationships and Applications 1. Explain how the creative process is used in similar and different ways in the arts.</p> | <p>Historical, Cultural and Social Contexts 1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods. 2. Interpret various music styles from the United States, other cultures and historical periods.</p> <p>Creative Expression and Communication 10. Identify articulations, expressive symbols and terms. 4. Demonstrate sight-reading abilities.</p> <p>Analyzing and Responding 3. Respond to conducting patterns and gestures to interpret selected pieces musically.</p> <p>Valuing Music/Aesthetic Reflection 1. Describe how the use of elements of music affects the aesthetic impact of a music selection.</p> <p>Connections, Relationships and Applications 1. Explain how the creative process is used in similar and different ways in the arts. 2. Apply problem-solving and creative thinking skills used in music to other content areas. 6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).</p> | <p>Historical, Cultural and Social Contexts 1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods. 2. Interpret various music styles from the United States, other cultures and historical periods. 3. Discuss and evaluate the performance of music from different historical time periods.</p> <p>Creative Expression and Communication 10. Identify articulations, expressive symbols and terms. 4. Demonstrate sight-reading abilities. 6. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B\flat, E\flat, A\flat; Strings: A, D, G, C, F; Vocal/Choral: E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat].</p> <p>Analyzing and Responding 3. Respond to conducting patterns and gestures to interpret selected pieces musically. 1. Describe the use of elements of music as they relate to expression in a varied repertoire of music.</p> <p>Valuing Music/Aesthetic Reflection 1. Describe how the use of elements of music affects the aesthetic impact of a music selection. 2. Explain how people from different backgrounds use and respond to music and cite specific examples.</p> <p>Connections, Relationships and Applications 1. Explain how the creative process is used in similar and different ways in the arts. 2. Apply problem-solving and creative thinking skills used in music to other content areas. 6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).</p> |

CURRICULUM MAP MUSIC– GRADE TEN

| December | January |
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| <p>Historical, Cultural and Social Contexts</p> <ol style="list-style-type: none"> 1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods. 2. Interpret various music styles from the United States, other cultures and historical periods. 3. Discuss and evaluate the performance of music from different historical time periods. <p>Creative Expression and Communication</p> <ol style="list-style-type: none"> 2. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group. 6. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B\flat, E\flat, A\flat; Strings: A, D, G, C, F; Vocal/Choral: E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat]. 4. Demonstrate sight-reading abilities. 10. Identify articulations, expressive symbols and terms. 3. Perform a variety of phrases with attention to pitch and rhythmic accuracy and demonstrate increased independence. <p>Analyzing and Responding</p> <ol style="list-style-type: none"> 1. Describe the use of elements of music as they relate to expression in a varied repertoire of music. 3. Respond to conducting patterns and gestures to interpret selected pieces musically. 2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually. <p>Valuing Music/Aesthetic Reflection</p> <ol style="list-style-type: none"> 1. Describe how the use of elements of music affects the aesthetic impact of a music selection. 2. Explain how people from different backgrounds use and respond to music and cite specific examples. <p>Connections, Relationships and Applications</p> <ol style="list-style-type: none"> 1. Explain how the creative process is used in similar and different ways in the arts. | <p>Historical, Cultural and Social Contexts</p> <ol style="list-style-type: none"> 1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods. 2. Interpret various music styles from the United States, other cultures and historical periods. 3. Discuss and evaluate the performance of music from different historical time periods. 5. Explain how technology has influenced the development of music over time. <p>Creative Expression and Communication</p> <ol style="list-style-type: none"> 2. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group. 3. Perform a variety of phrases with attention to pitch and rhythmic accuracy and demonstrate increased independence. 4. Demonstrate sight-reading abilities. 6. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B\flat, E\flat, A\flat; Strings: A, D, G, C, F; Vocal/Choral: E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat]. 9. Incorporate expressive symbols and terms when sight-reading. 10. Identify articulations, expressive symbols and terms. <p>Analyzing and Responding</p> <ol style="list-style-type: none"> 1. Describe the use of elements of music as they relate to expression in a varied repertoire of music. 2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually. 3. Respond to conducting patterns and gestures to interpret selected pieces musically. 5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures. |

2. Apply problem-solving and creative thinking skills used in music to other content areas.
6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).

Valuing Music/Aesthetic Reflection

1. Describe how the use of elements of music affects the aesthetic impact of a music selection.
2. Explain how people from different backgrounds use and respond to music and cite specific examples.
3. Defend choices of music works and performances based on knowledge of music concepts.

Connections, Relationships and Applications

1. Explain how the creative process is used in similar and different ways in the arts.
2. Apply problem-solving and creative thinking skills used in music to other content areas.
6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).
3. Demonstrate one or more uses of technology in creating, performing and listening to music.

CURRICULUM MAP MUSIC– GRADE TEN

| February | March/April | May |
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| <p>Historical, Cultural and Social Contexts</p> <ol style="list-style-type: none"> 1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods. 2. Interpret various music styles from the United States, other cultures and historical periods. 3. Discuss and evaluate the performance of music from different historical time periods. 5. Explain how technology has influenced the development of music over time. <p>Creative Expression and Communication</p> <ol style="list-style-type: none"> 1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and complex rhythms. 2. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group. 3. Perform a variety of phrases with attention to pitch and rhythmic accuracy and demonstrate increased independence. 4. Demonstrate sight-reading abilities. 6. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B\flat, E\flat, A\flat; Strings: A, D, G, C, F; Vocal/Choral: E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat]. 7. Read and perform literature appropriate for the instrument studied using the key signatures in Indicator six above. 9. Incorporate expressive symbols and terms when | <p>Historical, Cultural and Social Contexts</p> <ol style="list-style-type: none"> 1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods. 2. Interpret various music styles from the United States, other cultures and historical periods. 3. Discuss and evaluate the performance of music from different historical time periods. 4. Examine (e.g., listening, performing, score study) music literature of various composers. 5. Explain how technology has influenced the development of music over time. <p>Creative Expression and Communication</p> <ol style="list-style-type: none"> 1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and complex rhythms. 2. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group. 3. Perform a variety of phrases with attention to pitch and rhythmic accuracy and demonstrate increased independence. 4. Demonstrate sight-reading abilities. 6. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B\flat, E\flat, A\flat; Strings: A, D, G, C, F; Vocal/Choral: E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat]. 7. Read and perform literature appropriate for the instrument studied using the key signatures in Indicator six above. 8. Read complex rhythms in mixed meter. 9. Incorporate expressive symbols and terms when | <p>Historical, Cultural and Social Contexts</p> <ol style="list-style-type: none"> 1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods. 2. Interpret various music styles from the United States, other cultures and historical periods. 3. Discuss and evaluate the performance of music from different historical time periods. 4. Examine (e.g., listening, performing, score study) music literature of various composers. 5. Explain how technology has influenced the development of music over time. <p>Creative Expression and Communication</p> <ol style="list-style-type: none"> 1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and complex rhythms. 2. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group. 3. Perform a variety of phrases with attention to pitch and rhythmic accuracy and demonstrate increased independence. 4. Demonstrate sight-reading abilities. 5. Improvise over given chord progressions and symbols. 6. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B\flat, E\flat, A\flat; Strings: A, D, G, C, F; Vocal/Choral: E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat]. |

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| <p>sight-reading. 10. Identify articulations, expressive symbols and terms.</p> <p>Analyzing and Responding</p> <ol style="list-style-type: none"> 1. Describe the use of elements of music as they relate to expression in a varied repertoire of music. 2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually. 3. Respond to conducting patterns and gestures to interpret selected pieces musically. 5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures. <p>Valuing Music/Aesthetic Reflection</p> <ol style="list-style-type: none"> 1. Describe how the use of elements of music affects the aesthetic impact of a music selection. 2. Explain how people from different backgrounds use and respond to music and cite specific examples. 3. Defend choices of music works and performances based on knowledge of music concepts. <p>Connections, Relationships and Applications</p> <ol style="list-style-type: none"> 1. Explain how the creative process is used in similar and different ways in the arts. 2. Apply problem-solving and creative thinking skills used in music to other content areas. 3. Demonstrate one or more uses of technology in creating, performing and listening to music. 6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer). 5. Use accurate music terminology to describe similarities and differences in music from various cultures. | <p>sight-reading. 10. Identify articulations, expressive symbols and terms.</p> <p>Analyzing and Responding</p> <ol style="list-style-type: none"> 1. Describe the use of elements of music as they relate to expression in a varied repertoire of music. 2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually. 3. Respond to conducting patterns and gestures to interpret selected pieces musically. 5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures. 4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally. <p>Valuing Music/Aesthetic Reflection</p> <ol style="list-style-type: none"> 1. Describe how the use of elements of music affects the aesthetic impact of a music selection. 2. Explain how people from different backgrounds use and respond to music and cite specific examples. 3. Defend choices of music works and performances based on knowledge of music concepts. <p>Connections, Relationships and Applications</p> <ol style="list-style-type: none"> 1. Explain how the creative process is used in similar and different ways in the arts. 2. Apply problem-solving and creative thinking skills used in music to other content areas. 3. Demonstrate one or more uses of technology in creating, performing and listening to music. 6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer). 5. Use accurate music terminology to describe similarities and differences in music from various cultures. 4. Incorporate subject matter common to music and other academic areas into a music presentation. | <ol style="list-style-type: none"> 7. Read and perform literature appropriate for the instrument studied using the key signatures in Indicator six above. 8. Read complex rhythms in mixed meter. 9. Incorporate expressive symbols and terms when sight-reading. 10. Identify articulations, expressive symbols and terms. <p>Analyzing and Responding</p> <ol style="list-style-type: none"> 1. Describe the use of elements of music as they relate to expression in a varied repertoire of music. 2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually. 3. Respond to conducting patterns and gestures to interpret selected pieces musically. 4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally. 5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures. <p>Valuing Music/Aesthetic Reflection</p> <ol style="list-style-type: none"> 1. Describe how the use of elements of music affects the aesthetic impact of a music selection. 2. Explain how people from different backgrounds use and respond to music and cite specific examples. 3. Defend choices of music works and performances based on knowledge of music concepts. <p>Connections, Relationships and Applications</p> <ol style="list-style-type: none"> 1. Explain how the creative process is used in similar and different ways in the arts. |
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| | | <ol style="list-style-type: none">2. Apply problem-solving and creative thinking skills used in music to other content areas.3. Demonstrate one or more uses of technology in creating, performing and listening to music.4. Incorporate subject matter common to music and other academic areas into a music presentation.5. Use accurate music terminology to describe similarities and differences in music from various cultures.6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer). |
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