

CURRICULUM MAP MUSIC– GRADE TWELVE

August/September	October	November
<p>Historical, Cultural and Social Contexts 1. Evaluate how music forms are influenced by history.</p> <p>Creative Expression and Communication 1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. 4. Sight-read major, minor and chromatic melodies. 6. Interpret music symbols and terms expressively when performing a varied repertoire of music.</p> <p>Analyzing and Responding 2. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.</p>	<p>Historical, Cultural and Social Contexts 2. Critique various music styles from the United States, other cultures and historical periods.</p> <p>Creative Expression and Communication 1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. 4. Sight-read major, minor and chromatic melodies. 6. Interpret music symbols and terms expressively when performing a varied repertoire of music. 2. Sing or play a significant music composition incorporating elements of music and demonstrating an understanding of music styles and form.</p> <p>Analyzing and Responding 2. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.</p> <p>Connections, Relationships and Applications 1. Recognize aesthetic characteristics common to all art forms.</p>	<p>Historical, Cultural and Social Contexts 2. Critique various music styles from the United States, other cultures and historical periods.</p> <p>Creative Expression and Communication 1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. 4. Sight-read major, minor and chromatic melodies. 6. Interpret music symbols and terms expressively when performing a varied repertoire of music. 5. Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat; Strings: E, A, D, G, C, F, B\flat, E\flat, A\flat; Vocal/Choral: C\sharp, F\sharp, B, E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat, C\flat].</p> <p>Analyzing and Responding 2. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.</p> <p>Valuing Music/Aesthetic Reflection 1. Respond to aesthetic qualities of a performance intellectually using music terminology.</p>

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December	January
<p>Historical, Cultural and Social Contexts 1. Evaluate how music forms are influenced by history.</p> <p>Creative Expression and Communication 1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. 4. Sight-read major, minor and chromatic melodies. 6. Interpret music symbols and terms expressively when performing a varied repertoire of music. 5. Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat; Strings: E, A, D, G, C, F, B\flat, E\flat, A\flat; Vocal/Choral: C\sharp, F\sharp, B, E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat, C\flat].</p> <p>Analyzing and Responding 2. Analyze how conducting patterns and gestures relate to musical interpretation of various selections. 3. Identify traditional harmonic progressions (e.g., I, vi, IV, ii, V7, I) in selected repertoire aurally.</p> <p>Connections, Relationships and Applications 2. Apply creative thinking and problem-solving skills used in music to other content areas.</p>	<p>Historical, Cultural and Social Contexts 3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.</p> <p>Creative Expression and Communication 1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. 4. Sight-read major, minor and chromatic melodies. 6. Interpret music symbols and terms expressively when performing a varied repertoire of music. 5. Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat; Strings: E, A, D, G, C, F, B\flat, E\flat, A\flat; Vocal/Choral: C\sharp, F\sharp, B, E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat, C\flat].</p> <p>Analyzing and Responding 2. Analyze how conducting patterns and gestures relate to musical interpretation of various selections. 3. Identify traditional harmonic progressions (e.g., I, vi, IV, ii, V7, I) in selected repertoire aurally.</p> <p>Valuing Music/Aesthetic Reflection 2. Form a personal philosophy about the purpose of music.</p> <p>Connections, Relationships and Applications 3. Use technology to create and/or perform various forms of music.</p>

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February	March/April	May
<p>Historical, Cultural and Social Contexts 4. Demonstrate through performance the stylistic differences of various composers and their works.</p> <p>Creative Expression and Communication 1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. 4. Sight-read major, minor and chromatic melodies. 6. Interpret music symbols and terms expressively when performing a varied repertoire of music. 5. Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat; Strings: E, A, D, G, C, F, B\flat, E\flat, A\flat; Vocal/Choral: C\sharp, F\sharp, B, E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat, C\flat].</p> <p>Analyzing and Responding 2. Analyze how conducting patterns and gestures relate to musical interpretation of various selections. 1. Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension and release in a music work.</p> <p>Valuing Music/Aesthetic Reflection 3. Explain how the purpose, meaning and value of selected music works change because of the impact of life experiences.</p>	<p>Historical, Cultural and Social Contexts 4. Demonstrate through performance the stylistic differences of various composers and their works.</p> <p>Creative Expression and Communication 1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. 4. Sight-read major, minor and chromatic melodies. 6. Interpret music symbols and terms expressively when performing a varied repertoire of music. 5. Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat; Strings: E, A, D, G, C, F, B\flat, E\flat, A\flat; Vocal/Choral: C\sharp, F\sharp, B, E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat, C\flat]. 3. Improvise over given chord progressions and symbols.</p> <p>Analyzing and Responding 2. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.</p> <p>Valuing Music/Aesthetic Reflection 4. Alter music works, performances or composition presentations to enhance the quality of the music selection.</p> <p>Connections, Relationships and Applications 5. Compare and contrast different roles musicians assume in various cultures and music settings, and</p>	<p>Historical, Cultural and Social Contexts 5. Explain how music reflects the social events of history.</p> <p>Creative Expression and Communication 1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. 4. Sight-read major, minor and chromatic melodies. 6. Interpret music symbols and terms expressively when performing a varied repertoire of music. 5. Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat; Strings: E, A, D, G, C, F, B\flat, E\flat, A\flat; Vocal/Choral: C\sharp, F\sharp, B, E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat, G\flat, C\flat].</p> <p>Analyzing and Responding 2. Analyze how conducting patterns and gestures relate to musical interpretation of various selections. 4. Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.</p> <p>Connections, Relationships and Applications 6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).</p>

<p>Connections, Relationships and Applications 4. Incorporate subject matter common to music and other academic areas into a music presentation.</p>	<p>describe skills and training needed.</p>	
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