

CURRICULUM MAP MUSIC– GRADE NINE

August/September	October	November
<p>Historical, Cultural and Social Contexts 1. Recognize and describe form in music literature of various historical periods.</p> <p>Creative Expression and Communication 1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures. 2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control. 3. Respond appropriately to the cues of a conductor or section leader.</p>	<p>Historical, Cultural and Social Contexts 2. Compare 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, a varied repertoire of music representing diverse genres and cultures. 2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control. 3. Respond appropriately to the cues of a conductor or section leader.</p> <p>Analyzing and Responding 1. Analyze conducting patterns and gestures as they relate to music selections.</p> <p>Connections, Relationships and Applications 3. Apply problem-solving and creative thinking skills used in music to other content areas. 5. Incorporate subject matter common to music and other academic areas into a music presentation.</p>	<p>Historical, Cultural and Social Contexts 1. Recognize and describe form in music literature of various historical periods. 2. Compare 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, a varied repertoire of music representing diverse genres and cultures. 2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control. 3. Respond appropriately to the cues of a conductor or section leader. 4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group.</p> <p>Analyzing and Responding 2. Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.</p> <p>Valuing Music/Aesthetic Reflection 1. Assess how elements of music are used in a work to create images or evoke emotions.</p> <p>Connections, Relationships and Applications 3. Apply problem-solving and creative thinking skills used in music to other content areas. 5. Incorporate subject matter common to music and other academic areas into a music presentation.</p>

CURRICULUM MAP MUSIC– GRADE NINE

December	January
<p>Historical, Cultural and Social Contexts</p> <ol style="list-style-type: none"> 1. Recognize and describe form in music literature of various historical periods. 2. Compare various music styles from the United States, other cultures and historical periods. 3. Recognize and classify Western music literature by historical periods. <p>Creative Expression and Communication</p> <ol style="list-style-type: none"> 1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures. 2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control. 3. Respond appropriately to the cues of a conductor or section leader. 4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group. <p>Analyzing and Responding</p> <ol style="list-style-type: none"> 1. Analyze conducting patterns and gestures as they relate to music selections. 2. Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production. <p>Valuing Music/Aesthetic Reflection</p> <ol style="list-style-type: none"> 1. Assess how elements of music are used in a work to create images or evoke emotions. 2. Discuss how people from different backgrounds use and respond to music. <p>Connections, Relationships and Applications</p> <ol style="list-style-type: none"> 3. Apply problem-solving and creative thinking skills used in music to other content areas. 5. Incorporate subject matter common to music and other academic areas into a music presentation. 4. Explain the role of technology in creating, performing and listening to music. 	<p>Historical, Cultural and Social Contexts</p> <ol style="list-style-type: none"> 1. Recognize and describe form in music literature of various historical periods. 2. Compare various music styles from the United States, other cultures and historical periods. 3. Recognize and classify Western music literature by historical periods. <p>Creative Expression and Communication</p> <ol style="list-style-type: none"> 1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures. 2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control. 3. Respond appropriately to the cues of a conductor or section leader. 4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group. 7. 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: A, D, G, C, F, B\flat, E\flat]. <p>Analyzing and Responding</p> <ol style="list-style-type: none"> 1. Analyze conducting patterns and gestures as they relate to music selections. 2. Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production. 4. Analyze how conducting patterns and gestures guide musical interpretation of selected pieces. 3. Describe basic terminology and symbols used in a varied repertoire of music. <p>Valuing Music/Aesthetic Reflection</p> <ol style="list-style-type: none"> 1. Assess how elements of music are used in a work to create images or evoke emotions.

2. Discuss how people from different backgrounds use and respond to music.

Connections, Relationships and Applications

3. Apply problem-solving and creative thinking skills used in music to other content areas.

5. Incorporate subject matter common to music and other academic areas into a music presentation.

4. Explain the role of technology in creating, performing and listening to music.

6. Describe the role of music and musicians in various cultures.

CURRICULUM MAP MUSIC – GRADE NINE

February	March/April	May
<p>Historical, Cultural and Social Contexts</p> <ol style="list-style-type: none"> 1. Recognize and describe form in music literature of various historical periods. 2. Compare various music styles from the United States, other cultures and historical periods. 3. Recognize and classify Western music literature by historical periods. 5. Identify the social context from which music of various cultures evolved. <p>Creative Expression and Communication</p> <ol style="list-style-type: none"> 1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures. 2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control. 3. Respond appropriately to the cues of a conductor or section leader. 4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group. 7. 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: A, D, G, C, F, B\flat, E\flat]. 5. Demonstrate sight-reading abilities. 6. Improvise over given chord progressions and symbols. <p>Analyzing and Responding</p>	<p>Historical, Cultural and Social Contexts</p> <ol style="list-style-type: none"> 1. Recognize and describe form in music literature of various historical periods. 2. Compare various music styles from the United States, other cultures and historical periods. 3. Recognize and classify Western music literature by historical periods. 4. Discuss and perform music literature from various composers. 5. Identify the social context from which music of various cultures evolved. <p>Creative Expression and Communication</p> <ol style="list-style-type: none"> 1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures. 2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control. 3. Respond appropriately to the cues of a conductor or section leader. 4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group. 5. Demonstrate sight-reading abilities. 6. Improvise over given chord progressions and symbols. 7. 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: A, D, G, C, F, B\flat, E\flat]. 	<p>Historical, Cultural and Social Contexts</p> <ol style="list-style-type: none"> 1. Recognize and describe form in music literature of various historical periods. 2. Compare various music styles from the United States, other cultures and historical periods. 3. Recognize and classify Western music literature by historical periods. 4. Discuss and perform music literature from various composers. 5. Identify the social context from which music of various cultures evolved. <p>Creative Expression and Communication</p> <ol style="list-style-type: none"> 1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures. 2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control. 3. Respond appropriately to the cues of a conductor or section leader. 4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group. 5. Demonstrate sight-reading abilities. 6. Improvise over given chord progressions and symbols. 7. 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: A, D,

<p>1. Apply music vocabulary to describe a varied repertoire of music.</p> <p>2. Describe use of meter and rhythm in music of various cultures.</p> <p>4. Apply detailed criteria for evaluating quality and effectiveness of music performance and composition.</p> <p>3. Describe basic terminology and symbols used in a varied repertoire of music.</p> <p>5. Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.</p> <p>Valuing Music/Aesthetic Reflection</p> <p>1. Assess how elements of music are used in a work to create images or evoke emotions.</p> <p>2. Discuss how people from different backgrounds use and respond to music.</p> <p>3. Select music works and performances based on knowledge of music concepts.</p> <p>Connections, Relationships and Applications</p> <p>3. Apply problem-solving and creative thinking skills used in music to other content areas.</p> <p>5. Incorporate subject matter common to music and other academic areas into a music presentation.</p> <p>4. Explain the role of technology in creating, performing and listening to music.</p> <p>6. Describe the role of music and musicians in various cultures.</p> <p>2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theater, opera).</p>	<p>8. Read, perform and/or notate a one-octave chromatic scale, ascending and descending.</p> <p>Analyzing and Responding</p> <p>1. Apply music vocabulary to describe a varied repertoire of music.</p> <p>2. Describe use of meter and rhythm in music of various cultures.</p> <p>4. Apply detailed criteria for evaluating quality and effectiveness of music performance and composition.</p> <p>3. Describe basic terminology and symbols used in a varied repertoire of music.</p> <p>5. Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.</p> <p>Valuing Music/Aesthetic Reflection</p> <p>1. Assess how elements of music are used in a work to create images or evoke emotions.</p> <p>2. Discuss how people from different backgrounds use and respond to music.</p> <p>3. Select music works and performances based on knowledge of music concepts.</p> <p>Connections, Relationships and Applications</p> <p>1. Explain how basic arts elements (e.g., form, texture) are used in similar and different examples of music and other arts disciplines.</p> <p>2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theater, opera).</p> <p>3. Apply problem-solving and creative thinking skills used in music to other content areas.</p> <p>4. Explain the role of technology in creating, performing and listening to music.</p> <p>5. Incorporate subject matter common to music and other academic areas into a music presentation.</p>	<p>G, C, F, B\flat, E\flat].</p> <p>8. Read, perform and/or notate a one-octave chromatic scale, ascending and descending.</p> <p>9. Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple and compound meters. 10. Define vocabulary in all rehearsed and performed music.</p> <p>Analyzing and Responding</p> <p>1. Apply music vocabulary to describe a varied repertoire of music.</p> <p>2. Describe use of meter and rhythm in music of various cultures.</p> <p>4. Apply detailed criteria for evaluating quality and effectiveness of music performance and composition.</p> <p>3. Describe basic terminology and symbols used in a varied repertoire of music.</p> <p>5. Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.</p> <p>6. Develop and apply criteria for evaluating quality and effectiveness of their performances and compositions and those of others.</p> <p>Valuing Music/Aesthetic Reflection</p> <p>1. Assess how elements of music are used in a work to create images or evoke emotions.</p> <p>2. Discuss how people from different backgrounds use and respond to music.</p> <p>3. Select music works and performances based on knowledge of music concepts.</p> <p>Connections, Relationships and Applications</p>
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