

**CURRICULUM MAP  
JUNIOR HIGH MUSIC 1**

Week 1	Weeks 2-3	Weeks 4-5	Weeks 6-7	Weeks 8	Weeks 9
<p><b>Connections, Relationship &amp; Applications</b> 5-3. Define basic arts terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.</p> <p><b>Valuing Music/Aesthetic Reflections</b> 8-3. Explain how and why people use and respond to music.</p>	<p><b>Valuing Music/Aesthetic Reflections</b> 7-3. Discuss how music preferences reflect people's values.</p> <p><b>Analyzing &amp; Responding</b> 5-6. Differentiate between melody and harmony.</p> <p><b>Historical</b> 6-2. Examine the chronological development of various music styles.</p>	<p><b>Analyzing &amp; Responding</b> 7-2. Describe use of meter and rhythm in music of various cultures.</p> <p><b>Valuing Music/Aesthetic Reflections</b> 5-1. Describe audience etiquette associated with various music performances and settings.</p> <p><b>Connections, Relationship &amp; Applications</b> 5-4. Describe how knowledge of music connects to learning in other subject areas.</p>	<p><b>Analyzing &amp; Responding</b> 7-3. Analyze form identifying distinct sections of a larger music work.</p> <p><b>Historical</b> 7-1. Recognize, identify and demonstrate form in world music (e.g., Western and non Western) and popular music.</p> <p>6-4. Identify selected composers and their works and place them in the appropriate historical period.</p> <p><b>Connections, Relationship &amp; Applications</b> 6-6. Describe roles musicians assume in various cultures and music settings, and identify skills needed for each role.</p>	<p><b>Valuing Music/Aesthetic Reflections</b> 5-4. Identify elements of music that contribute to aesthetic qualities in a specific music work.</p> <p><b>Connections, Relationship &amp; Applications</b> 6-7. Identify various careers for musicians (e.g., in education, in entertainment and to provide technical support).</p> <p><b>Historical</b> 8-4. Compare and contrast selected composers and their works.</p>	<p><b>Valuing Music/Aesthetic Reflections</b> 7-4. Evaluate music performances and compositions based on elements of music.</p> <p><b>Analyzing &amp; Responding</b> 8-4. Use appropriate criteria to support personal preferences for specific music works.</p> <p><b>Connections, Relationship &amp; Applications</b> 8-6. Describe characteristics that make their music of choice applicable to their daily experiences.</p> <p>8- 7. Identify nonperforming careers in music.</p> <p>11/22/2005</p>

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**Embedded throughout are the following:**

**Valuing Music/Aesthetic Reflection**

- 5-3. Demonstrate how music communicates meaning through text, feelings, moods or images.
- 6-3. Communicate ideas about the importance of music in everyday life.
- 6-4. Describe the emotional connection to the musical experience.

**Connections, Relationships & Applications**

- 5-5. Discuss how culture influences music.
- 7-3. Identify involvement in the arts as a listener, creator and performer.
- 7-7. Identify exemplary music role models and describe their activities and achievements in the music field.
- 6-5. Identify different functions and uses of music in their own and other cultures.
- 8-5. Identify various uses of music in their daily experiences.

**Analyzing & Responding**

- 5-5. Evaluate and describe individual and group performances.
- 7-1. Apply music vocabulary to describe a varied repertoire of music.

**Historical, Cultural, Social**

- 5-4. Identify, listen and respond to music of different composers.
- 5-6. Describe conditions under which music is created and performed in various cultures.
- 8-5. Discuss how current developments in music reflect society in reference to themselves, their community and the world around them.
- 8-3. Compare representative music examples from different historical time periods.