

Spring Lake Middle School
 Curriculum Map
 7th & 8th Grade Vocal Music

	ASSESSMENTS <ul style="list-style-type: none"> • Exams - given three times per year • Music Theory quizzes - bimonthly • Sight Reading evaluations - three times per year • Public Performances every 6-8 weeks 				
	<p>The following NCCAS (National Coalition for Core Arts Standards) are embedded throughout the year, and are present in all units applicable:</p> <p>Creating: Imagine, Evaluate & Refine, Present, Performing: Select, Analyze, Interpret, Rehearse, Evaluate & Refine, Present Responding: Select, Analyze, Interpret, Evaluate Connecting: Synthesize & Relate</p>				
Essential Questions	NCCA/Standard Generate musical ideas for various purposes and contexts	Learning Target Students will be introduced to the building blocks of musical construction.	Resources/ Mentor Texts	Assessment	
How do musicians generate creative ideas?	NCCAS #1: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	I can ask and answer questions about the staff, lines and spaces, and note names in treble and bass clef.	Peters & Yoder Book 1* Beginning Theory Workbook Sight Reading	Bimonthly quizzes on the material covered in music theory lessons.	

<p>How do musicians make creative choices?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p> <p>How do performers</p>	<p>NCCAS #2: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>NCCAS #3 & #5: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>NCCAS #4: Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>NCCAS #4: Performers' interest in and knowledge</p>	<p>I can ask and answer questions about notes above or below the staff using ledger lines.</p> <p>I can ask and answer questions about rhythm, bar lines, measures and time signatures.</p> <p>I can recognize the key signatures of C, F and G Major. I can identify flats, sharps and naturals.</p> <p>I can use solfeggio to figure out the pitches when I sight read in the keys of C, F and G Major. I can demonstrate the solfeggio hand signs.</p> <p>I can take rhythmic dictation using quarter note and quarter rest in</p>	<p>Examples and Ear Training & Dictation Exercises by Thomas Stokes/Cherry Express</p> <p>Choral Music selected for upcoming Performances</p>	<p>Public Performance @ every 6-8 weeks. (Internal Assessment)</p> <p>Written exam at the end of each trimester.</p> <p>Students may choose to participate in Solo & Ensemble Festival during 2nd Trimester. Students choose their repertoire. (External Assessment)</p>	
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<p>select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians improve the quality of their performance?</p>	<p>of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>NCCAS #4: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>NCCAS #5: 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</p>	<p>2/4, 3/4 and 4/4.</p> <p>I can create my own rhythms using quarter note and quarter rest (first) then half note, half rest, whole note, and whole rest.</p> <p>I can ask and answer questions about eighth notes and eighth rests.</p> <p>I can identify and count in 6/8 time.</p> <p>I can ask and answer questions about dotted notes.</p> <p>I can determine and interpret the dynamic markings in music.</p> <p>I can identify the language and interpret the text of the musical work I am singing.</p>		<p>Sight Singing evaluation at the beginning of each new trimester.</p> <p>Festival Performance in 3rd Trimester. Adjudicated Event. (External Assessment)</p> <p>Spring Concert in late Trimester 3. Vocal maturity, stage comfort level and improved performing skills are observed both individually and as an</p>	
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<p>How do context and the manner in which musical work is presented influence audience response?</p>	<p>criteria. NCCAS #6: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p>I can perform my music expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p>	<p>Apply the MSVMA Adjudication Rubric to Solo and Choral Performance.</p>	<p>ensemble.</p>	
<p>How do individuals choose music to experience?</p>	<p>NCCAS #7: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p>I can select music appropriate for a specific purpose or context.</p>			
<p>How do we discern the musical</p>	<p>NCCAS #7B: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p>	<p>Through our listening lessons & logs, I can evaluate a performance using musical vocabulary and terms.</p>			

<p>creators' and performers expressive intent?</p> <p>How do we judge the quality of musical work(s) and performance(s)?</p>	<p>NCCAS #8: Through the use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>NCCAS#9: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>				
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