

Hamburg School
Visual & Performing Arts
~ General Music Curriculum ~



Adopted: November 2022

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Visual and Performing Arts Mission

The mission of the Hamburg School Visual and Performing Arts Department is to ensure that every child has access to a balanced, comprehensive, and sequential program of study in the arts. Arts education, as part of the core curriculum, cultivates the whole child, gradually building many kinds of literacy while developing intuition, imagination, and dexterity into unique forms of expression and communication. We provide support to arts teachers, classroom teachers and administrators so that every child will have the opportunity to experience the power and beauty of the arts and the joy, creativity, and intellectual stimulation that arts education programs provide.

The Hamburg School's Visual and Performing Arts instructors are committed to increasing opportunities for all students K-8 to participate in and understand the arts. We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language, which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

The Hamburg School will provide all students with strong academic programs infused with the visual and performing arts.

Grades Kindergarten through Second Music Curriculum

Content Area: General Music Pacing Guide	
Course Title: General Music ● 1.3A.2.Cr... Creating	Grade Level: Kindergarten, First, and Second Grade
Concepts	Duration
Playing, moving to, and identifying steady beat	8 weeks
Identify fast and slow tempi	3 weeks
Identify terraced dynamics	2 weeks
Identify melodic direction as up or down.	5 weeks
Identify eighth notes, quarter notes, half notes, whole notes and corresponding rests	6 weeks
Demonstrate 4-beat rhythms using eighth notes, quarter notes, half notes, whole notes and corresponding rests	4 weeks
On a single percussion instrument, use proper playing techniques to create different dynamics.	4 weeks
Perform on pitch, and echo songs with the teacher as the leader and the class/soloist as the echo.	6 weeks
Create a story to accompany a piece of program music. The story should reflect the mood of the music, how and what instruments are used, tempo, and other musical elements.	2 weeks

Identify the four musical families and describe the characteristics of each family.	8 weeks
Identify musical forms: ABA, Verse/Chorus	4 weeks
Demonstrate pitch patterns using expanded solfeggio vocabulary.	8 weeks

Content Area: General Music
Unit Title: ● 1.3A.2.Cr - Creating
Target Course/Grade Level: K-2
<p>Unit Summary: In order to understand the visual and performing art, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.</p> <p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> ● Physical Education. ● Language Arts ● Visual Arts <p>21st century themes: Global awareness</p> <p>Unit Rationale: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</p>
Learning Targets
Standards: 1.3A.2.Cr - Creating - General Music
<p>Content Statements:</p> <ul style="list-style-type: none"> ● All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music. ● Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.

CPI #	Cumulative Progress Indicator (CPI)
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
Unit Essential Questions <ul style="list-style-type: none"> ● How do underlying structures unconsciously guide the creation of art works? ● Does art have boundaries? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● Underlying structures in art can be found via analysis and inference. ● Breaking accepted norms often give rise to new forms of artistic expression.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Identify various instruments, instrument families, tempo, and dynamics. ● Perform the beat and rhythm of the song. 	
Evidence of Learning	
Summative Assessment: <ul style="list-style-type: none"> ● Performance testing for rhythm recognition ● Performance testing for pitch matching skills ● Test on knowledge of dynamics Equipment needed: <ul style="list-style-type: none"> ● Music Express student magazines ● Music supplies ● Musical instruments Teacher Resources: <ul style="list-style-type: none"> ● Music Express ● Music K8 ● John Feierabend Music Curriculum 	
Formative Assessments	
<ul style="list-style-type: none"> ● Exit slips ● Worksheets 	

● Pre/Post Tests in 1 st Grade
Differentiation: Modifications will be created based on the following: age, level, skill level, student IEP, student 504.
Resources Provided: N/A

Content Area: General Music Pacing Guide	
Course Title: General Music 1.3A.2.Cr - Creating	Grade Level: Kindergarten, First, and Second Grade Pacing Guide
Concepts	Duration
Identify the characteristics of two or more contrasting holiday songs. Sing the songs and discuss how they reflect the feeling of the holiday.	8 weeks
Identify the characteristics of singing games from two distinct cultures.	2 weeks

Content Area: Elementary Music	
Course Title: General Music 1.3A.2.Pr - Performance	Grade Level: Kindergarten, First, and Second Grade
Concepts	Duration
Clap and/or play various rhythms.	6 weeks
Identify terraced dynamics	2 weeks
Identify melodic direction as up or down.	5 weeks
Sing from basic notation with use of pitch, rhythm, dynamics, and tempo.	4 weeks
Play a steady beat with dynamics on instruments	4 weeks
Perform an ostinato using an unpitched percussion instrument, with or without mallet.	3 weeks
On a single percussion instrument, use proper playing techniques to create different dynamics.	8 weeks

Perform on pitch, and echo songs with the teacher as the leader and the class/soloist as the echo.	6 weeks
Perform songs in proper head voice within the range of C4-C5.	8 weeks
Perform songs using proper posture in sitting and standing positions.	4 weeks
Perform songs using proper vocal techniques to vary dynamic levels.	4 weeks
Demonstrate the proper way to play instruments that are scraped, struck and shaken either using Orff instruments or using ordinary items from around the classroom or home.	8 weeks
Perform combinations of quarter, two eighths, half, tied, dotted half, whole notes, quarter rests and syncopated rhythms by clapping and counting aloud.	8 weeks
Read, sing/play various combinations of do-re-mi-sol-la	4 weeks
On pitched barred instruments, read/perform melodies or ostinatos using do-re-mi-sol-la	2 weeks

Content Area: General Music
Unit Title: 1.3A.2.Pr - Performance
Target Course/Grade Level: K-2
Unit Summary Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of music.
Primary interdisciplinary connections: <ul style="list-style-type: none"> ● Physical Education ● Language Arts ● Visual Arts ● Mathematics ● Social Studies (various cultures)
21st century themes: Global Awareness
Unit Rationale: Students will gain the ability to read music from notation from simple and complex systems; students will learn to differentiate between various pitches, rhythms,

dynamics, and tempos. Students will be able to decode musical scores, understand notation systems, have a strong working knowledge of the elements of music, and basic compositional concepts.

Learning Targets

Standards 1.3A.2.Pr - Performance

Content Statements

- The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
- Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.
- Complex scores may include compound meters and the grand staff.
- Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.

CPI #	Cumulative Progress Indicator (CPI)		
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.		
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.		
1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.		
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.		
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.		
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent		
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.		
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does creating and performing in the arts differ from viewing the arts? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does creating and performing in the arts differ from viewing the arts? 	<p>Unit Enduring Understandings</p>
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does creating and performing in the arts differ from viewing the arts? 	<p>Unit Enduring Understandings</p>		

<ul style="list-style-type: none"> ● To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? 	<ul style="list-style-type: none"> ● The arts serve multiple functions: enlightenment, education, and entertainment. ● Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. ● The artistic process can lead to unforeseen or unpredictable outcomes.
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> ● Gain the ability to read music from notation from simple and complex systems ● Differentiate between various pitches, rhythms, dynamics, and tempos. ● Decode musical scores ● Understand notation systems ● Have a strong working knowledge of the elements of music ● Understand basic compositional concepts. ● Be able to play/perform on various Orff and other percussion instruments ● Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 	
<p>Evidence of Learning</p>	
<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Performance testing for rhythm recognition ● Test on knowledge of dynamics ● Test on elements of/memorization of the scale ● Test on various musical signs/vocabulary 	
<p>Equipment needed:</p> <ul style="list-style-type: none"> ● Music Express student magazines ● Music supplies ● Musical instruments 	

<p>Teacher Resources:</p> <ul style="list-style-type: none"> ● Music Express ● Music K8 ● John Feierabend Music Curriculum
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Exit slips ● Worksheets ● Pre/Post Tests in 2nd grade
<p>Differentiation:</p> <ul style="list-style-type: none"> ● Modifications will be created based on the following: age, level, skill level, student IEP, student 504.

Content Area: General Music Pacing Guide	
Course Title: General Music ● 1.3A.5.Re - Responding	Grade Level: Kindergarten, First, and Second Grade
Concepts	Duration
Identify the characteristics of two or more contrasting holiday songs. Sing the songs and discuss how they reflect the feeling of the holiday.	8 weeks
Demonstrate an understanding of the similarities and differences of children’s singing games from different cultures by comparing and contrasting melody, rhythm, tempo, etc.	3 weeks
Create a short song that tells a story, which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music.	3 weeks
List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic) and use them to make objective assessments of the	4 weeks

appropriateness/effectiveness of the elements in conveying the intent of the song.	
Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).	2 weeks
Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music	5 weeks
Listen to instrumental pieces that are based on familiar melodies. Sing the melodies in their original forms. Discuss the origin of the original melodies and how they were used in the instrumental versions.	3 weeks
Compare/contrast two distinct interpretations of a piece of music. Post a list comparing the two versions.	1 week
Create a story to a piece of music that has contrasting dynamics or heavy accents. Use movement with the story to reflect the dynamics and accents as well as other musical elements.	2 weeks
Choose elements found in nature (e.g., snow, rain and thunder, wind). List the characteristics of the elements and how music can reflect the sound and/or feelings produced by these elements. Create and perform a short piece of music using metal and/or wood barred instruments, non- pitched percussion instruments, or homemade instruments to musically depict the chosen elements.	2 weeks
Describe the difference between two contrasting articulations and discuss how they affect the theme of the music.	1 week
Critique an audio or video recording of a performance by the class/ school performing ensemble. Listen for all areas of performance (e.g., pitch, diction, breath support, proper	3 weeks

vocal placement, vowel formation, posture, following the director, interpretation) and identify which areas were successful, which were in need of improvement. Use the principles of positive critique to improve.	
Identify the instruments, rhythms, melodic patterns, etc. that convey the idea of a piece of music.	4 weeks

Content Area: General Music
Unit Title: 1.3A.2.Re - Responding
Target Course/Grade Level: K-2
Unit Summary: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.
Primary interdisciplinary connections: <ul style="list-style-type: none"> ● Language Arts ● Social Studies (various cultures) ● History ● Mathematics
21st century themes: Global Awareness
Unit Rationale: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of music enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.
Learning Targets
Standards: 1.3A.2.Re - Responding
Content Statements <ul style="list-style-type: none"> ● Each arts discipline (dance, music, theater, and visual art) has distinct characteristics, as do the artists who create them.

CPI #	Cumulative Progress Indicator (CPI)
1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music
Unit Essential Questions <ul style="list-style-type: none"> ● How do you express yourself through the arts? ● How are the elements used to express feelings and ideas? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● The arts have the ability to create feelings. ● The arts express humanity. ● The arts help students make personal and artistic decisions.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Listen to several types of music and then decide their function based on its sound. ● Listen to different music samples and compare and contrast stylistics characteristics. ● Perform several different styles and genres of music. 	
Evidence of Learning	
Summative Assessment: <ul style="list-style-type: none"> ● Venn diagram project comparing various styles/genres of music 	
Equipment needed: <ul style="list-style-type: none"> ● Music Express student magazines ● Music supplies ● Musical instruments 	
Teacher Resources: <ul style="list-style-type: none"> ● Music Express ● Music K8 ● John Feierabend Music Curriculum 	
Formative Assessments <ul style="list-style-type: none"> ● Exit slips ● Worksheets 	

Differentiation:
<ul style="list-style-type: none"> • Modifications will be created based on the following: age, level, skill level, student IEP, student 504.

Content Area: Elementary Music Pacing Guide	
Course Title: General Music 1.3A.2.Re - Responding	Grade Level: Kindergarten, First, and Second Grade
Concepts	Duration

Content Area: Elementary Music	
1.3A.2.Re - Responding	Grade Level: Kindergarten, First, and Second Grade
Concepts	Duration
Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).	2 weeks
Compare/contrast two distinct interpretations of a piece of music. Post a list comparing the two versions.	1 week
Critique an audio or video recording of a performance by the class/ school-performing ensemble. Listen for all areas of performance (e.g., pitch, diction, breath support, proper vocal placement, vowel formation, posture, following the director, interpretation) and identify which areas were successful, which needed improvement. Use the principles of positive critique to improve.	3 weeks

Content Area: General Music	
Unit Title: 1.3A.2.Re - Responding	
Target Course/Grade Level: K-2	
Unit Summary: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.	
Primary interdisciplinary connections: <ul style="list-style-type: none"> ● Language Arts ● Social Studies (various cultures) ● History ● Mathematics 	
21st century themes: Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Literacy, and Health Literacy	
Unit Rationale: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret, and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.	
Learning Targets	
Standards: 1.3A.2.Re - Responding	
Content Statements <ul style="list-style-type: none"> ● Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria. ● Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. ● Contextual clues are embedded in works of art and provide insight into artistic intent. 	
CPI #	Cumulative Progress Indicator (CPI)
1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

1.3A.5.Re8a:	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
Unit Essential Questions <ul style="list-style-type: none"> ● How do we critique the arts? What makes a piece of music/artwork good or bad? ● How do we make revisions and adjustments based on self-evaluation? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● Use knowledge to evaluate the arts. ● Make informed decisions on the quality of a work of art.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Critique their performances. ● Students will assess their musical ability based on a rubric of standards. 	
Evidence of Learning	
Summative Assessment: <ul style="list-style-type: none"> ● Concert critiques post-performance Equipment needed: <ul style="list-style-type: none"> ● Concert Recordings/video tapes Teacher Resources: <ul style="list-style-type: none"> ● NA 	
Formative Assessments	
<ul style="list-style-type: none"> ● Exit slips ● Worksheets ● Performance checklists 	
Differentiation:	
<ul style="list-style-type: none"> ● Modifications will be created based on the following: age, level, skill level, student IEP, student 504. 	

Content Area: General Music Pacing Guide	
Course Title: General Music ● 1.3A.5.Cn - Connecting	Grade Level: Kindergarten, First, and Second Grade
Concepts	Duration
Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).	2 weeks
Compare/contrast two distinct interpretations of a piece of music. Post a list comparing the two versions.	1 week
Critique an audio or video recording of a performance by the class/ school-performing ensemble. Listen for all areas of performance (e.g., pitch, diction, breath support, proper vocal placement, vowel formation, posture, following the director, interpretation) and identify which areas were successful, which needed improvement. Use the principles of positive critique to improve.	3 weeks

Content Area: General Music
Unit Title: 1.3A.2.Cn - Connecting
Target Course/Grade Level: K-2
Unit Summary: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. All students will understand the role, development, and influence of the arts throughout history and across cultures.
Primary interdisciplinary connections: <ul style="list-style-type: none"> ● Language Arts ● Social Studies ● History ● Geography ● Physical Education

21st century themes: Global Awareness	
Unit Rationale: The History and Culture of a community influences the artwork produced, which, in turn, impacts the quality of life for members of the community.	
Learning Targets	
Standards: 1.2 History of the Art and Culture	
Content Statements	
<ul style="list-style-type: none"> • Music from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. • The function and purpose of art-making across cultures reflects societal values and beliefs. 	
CPI #	Cumulative Progress Indicator (CPI)
1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Evidence of Learning	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How are the arts and culture connected? • How does my art influence and express my humanity? • What can we learn through the arts about culture both past and present? 	<ul style="list-style-type: none"> • The arts and culture are interconnected. • The arts help to give meaning to our lives.
Unit Learning Targets	
<i>Students will ...</i>	
<ul style="list-style-type: none"> • Study famous works of music from various cultures. • Learn about composers/musicians from various multicultural backgrounds. • Make a connection between historical events and the art/music that was then influenced by said events. • Learn about how art/music influenced various cultures. 	
Summative Assessment:	
<ul style="list-style-type: none"> • Performance tests on various multicultural music 	
Equipment needed:	
<ul style="list-style-type: none"> • Music Express student magazines 	

<ul style="list-style-type: none"> • Music supplies • Musical instruments
Teacher Resources: <ul style="list-style-type: none"> • Music Express • Music K8 • John Feierabend Music Curriculum
Formative Assessments
<ul style="list-style-type: none"> • Exit slips, Worksheets, Pre/Post Tests in 2nd grade
Differentiation:
<ul style="list-style-type: none"> • Modifications will be created based on the following: age, level, skill level, student IEP, student 504.

Grades Third through Fifth Music Curriculum

Content Area: General Music	
Course Title: General Music 1.3A.5.Cr - Creating Pacing Guide	Grade Level: Third to Fifth
Concepts	Duration
Read, perform, and create rhythms using dotted-half and whole notes.	8 weeks
Identify, read, sing, and create melodic patterns using “sol,-la,-do-re-mi-so-la.”	5 weeks
Improvise a melody using the pentatonic scale, both vocally and instrumentally.	2 weeks
Compose a four bar melody in C-major.	3 weeks
Improvise a vocal melody in call-and-response form to a given instrumental prompt; compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.	2 weeks
Improvise a melody over a diatonic scale, both vocally and instrumentally.	2 weeks

Content Area: General Music	
Unit Title: 1.3A.5.Cr - Creating	
Target Course/Grade Level: 3-5	
Unit Summary: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.	
Primary interdisciplinary connections:	
<ul style="list-style-type: none"> ● Physical Education. ● Language Arts ● Visual Arts 	
21st century themes: Global awareness	
Unit Rationale: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy and the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.	
Learning Targets	
Standards: 1.3A.5.Cr - Creating	
Content Statements:	
<ul style="list-style-type: none"> ● Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. ● The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. 	
CPI #	Cumulative Progress Indicator (CPI)
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
Unit Essential Questions <ul style="list-style-type: none"> ● How do underlying structures unconsciously guide the creation of art works? ● What are the essential building blocks of music? ● How does one use these building blocks to create original music? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● Underlying structures in art can be found via analysis and inference. ● Breaking accepted norms often give rise to new forms of artistic expression. ● Music is a language that can be used to express feelings and emotions, as well as elicit them in the listener.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Students will be given creativity-based projects that include, but are not limited to, compositional strategies and improvisation. 	
Evidence of Learning	
Summative Assessment: <ul style="list-style-type: none"> ● Composition projects ● Solo improvisation lessons Equipment needed: <ul style="list-style-type: none"> ● Music Express student magazines ● Music supplies ● Musical instruments Teacher Resources: <ul style="list-style-type: none"> ● Music Express ● Music K8 ● John Feierabend Music Curriculum 	
Formative Assessments	
<ul style="list-style-type: none"> ● In class performances ● Concert performances 	
Differentiation:	
Modifications will be created based on the following: age, level, skill level, student IEP, student 504.	

Content Area: General Music	
Course Title: General Music ● 1.3A.5.Pr - Performing Pacing Guide	Grade Level: Third - Fifth
Concepts	Duration
On Orff instruments perform melodies in duple and triple meter.	4 weeks
Read and sing melodies using note values from 8th note to whole note/rest.	8 weeks
Sing rounds/canons, partner songs, and call and response, using correct posture, vocal placement, and breathing technique.	6 weeks
Perform a different movement, use different percussion instruments or dynamics for each different section in AB, ABA, verse and refrain or rondo.	2 weeks
Perform songs or rounds, alone or with others using proper vocal placement and breathing techniques in the range of C4 – D5. Demonstrate proper posture and breathing techniques.	2 weeks

Content Area: General Music
Unit Title: 1.3A.5.Pr - Performing
Target Course/Grade Level: 3-5
Unit Summary All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.
Primary interdisciplinary connections: <ul style="list-style-type: none"> ● Physical Education ● Language Arts ● Visual Arts ● Mathematics ● Social Studies (various cultures)

21st century themes: Global Awareness	
Unit Rationale: Active participation in the arts is essential to deepen understanding of the imaginative and creative processes of the arts as they relate to self and other. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.	
Learning Targets	
Standards 1.3 Performance Strand B. Music	
Content Statements	
<ul style="list-style-type: none"> ● Complex scores may include compound meters and the grand staff. ● Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time. ● Music composition is governed by prescribed rules and forms that apply to both improvised and scored music. ● Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. 	
CPI #	Cumulative Progress Indicator (CPI)
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How does creating and performing in the arts differ from viewing the arts? ● To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? 	<ul style="list-style-type: none"> ● The arts serve multiple functions: enlightenment, education, and entertainment. ● Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. ● The artistic process can lead to unforeseen or unpredictable outcomes.
Unit Learning Targets	
<i>Students will ...</i>	

- Gain the ability to read music from notation from simple and complex systems
- Differentiate between various pitches, rhythms, dynamics, and tempos.
- Decode musical scores
- Understand notation systems
- Have a strong working knowledge of the elements of music
- Understand basic compositional concepts.
- Be able to play/perform on various Orff and other percussion instruments
- Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

Evidence of Learning

Summative Assessment:

- Performance testing for rhythm recognition
- Test on knowledge of dynamics
- Test on elements of/memorization of the scale
- Test on various musical signs/vocabulary

Equipment needed:

- Music Express student magazines
- Music supplies
- Musical instruments

Teacher Resources:

- Music Express
- Music K8

Formative Assessments

- Exit slips
- Worksheets
- Pre/Post Tests in grades 3-5

Differentiation:

- Modifications will be created based on the following: age, level, skill level, student IEP, student 504.

Content Area: General Music	
Course Title: General Music Pacing Guide ● 1.3A.5.Re - Responding	Grade Level: Third - Fifth
Concepts	Duration
Demonstrate how art communicates personal and social values and is inspired by imagination and frame of reference by titling an original scored or improvised piece of music and explaining its relevance.	2 weeks
Demonstrate ways art communicates ideas about personal and social values, and is inspired by imagination and frame of reference through discussion in response to three music compositions with common musical or extra-musical themes. Discuss how the composers' personal lives and historical contexts are reflected in the music.	2 weeks
Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music.	3 weeks
List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic) and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song.	4 weeks
Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).	2 weeks
Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music	5 weeks

Listen to instrumental pieces that are based on familiar melodies. Sing the melodies in their original forms. Discuss the origin of the original melodies and how they were used in the instrumental versions.	3 weeks
Compare/contrast two distinct interpretations of a piece of music. Post a list comparing the two versions.	1 week
Create a story to a piece of music that has contrasting dynamics or heavy accents. Use movement with the story to reflect the dynamics and accents as well as other musical elements.	2 weeks
Choose elements found in nature (e.g., snow, rain and thunder, wind). List the characteristics of the elements and how music can reflect the sound and/or feelings produced by these elements. Create and perform a short piece of music using metal and/or wood barred instruments, non-pitched percussion instruments, or homemade instruments to musically depict the chosen elements.	2 weeks
Describe the difference between two contrasting articulations and discuss how they affect the theme of the music.	1 week
Critique an audio or video recording of a performance by the class/ school-performing ensemble. Listen for all areas of performance (e.g., pitch, diction, breath support, proper vocal placement, vowel formation, posture, following the director, interpretation) and identify which areas were successful, which were in need of improvement. Use the principles of positive critique to improve.	3 weeks
Identify the instruments, rhythms, melodic patterns, etc. that convey the idea of a piece of music.	4 weeks

Content Area: General Music

Unit Title: 1.3A.5.Re - Responding	
Target Course/Grade Level: 3-5	
Unit Summary: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.	
Primary interdisciplinary connections:	
<ul style="list-style-type: none"> ● Language Arts ● Social Studies (various cultures) ● History ● Mathematics 	
21st century themes: Global Awareness	
Unit Rationale: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of music enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.	
Learning Targets	
Standards: 1.3A.5.Re - Responding	
Content Statements	
<ul style="list-style-type: none"> ● Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). ● Formalism in music varies according to personal, cultural, and historical contexts. ● Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. 	
CPI #	Cumulative Progress Indicator (CPI)
1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
Unit Essential Questions <ul style="list-style-type: none"> ● How do you express yourself through the arts? ● How are the elements used to express feelings and ideas? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● The arts have the ability to create feelings. ● The arts express humanity. ● The arts help students make personal and artistic decisions.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Listen to several types of music and then decide their function based on its sound. ● Listen to different music samples and compare and contrast stylistic characteristics. ● Perform several different styles and genres of music. 	
Evidence of Learning	
Summative Assessment: <ul style="list-style-type: none"> ● Venn diagram project comparing various styles/genres of music 	
Equipment needed: <ul style="list-style-type: none"> ● Music Express student magazines ● Music supplies ● Musical instruments 	
Teacher Resources: <ul style="list-style-type: none"> ● Music Express ● Music K8 	
Formative Assessments <ul style="list-style-type: none"> ● Exit slips ● Worksheets 	
Differentiation: <ul style="list-style-type: none"> ● Modifications will be created based on the following: age, level, skill level, student IEP, student 504. 	

Content Area: Visual and Performing Arts
Unit Title: 1.3A.5.Cn - Connecting
Target Course/Grade Level: 3-5

Unit Summary: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.	
Primary interdisciplinary connections:	
<ul style="list-style-type: none"> ● Language Arts ● Social Studies (various cultures) ● History ● Mathematics 	
21st century themes: Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Literacy, and Health Literacy	
Unit Rationale: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret, and evaluate artistic expression and quality in both their own artistic creation and in the work of other. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.	
Learning Targets	
Standards: 1.3A.5.Re - Responding	
Content Statements	
<ul style="list-style-type: none"> ● Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria. ● Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. ● Contextual clues are embedded in works of art and provide insight into artistic intent. 	
CPI #	Cumulative Progress Indicator (CPI)
1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
Unit Essential Questions	Unit Enduring Understandings
	<ul style="list-style-type: none"> ● Use knowledge to evaluate the arts.

<ul style="list-style-type: none"> ● How do we critique the arts? What makes a piece of music/artwork good or bad? ● How do we make revisions and adjustments based on self-evaluation? 	<ul style="list-style-type: none"> ● Make informed decisions on the quality of a work of art.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Critique their performances. ● Students will assess their musical ability based on a rubric of standards. 	
Evidence of Learning	
Summative Assessment: <ul style="list-style-type: none"> ● Concert critiques post-performance 	
Equipment needed: <ul style="list-style-type: none"> ● Concert Recordings/video tapes 	
Teacher Resources: <ul style="list-style-type: none"> ● NA 	
Formative Assessments	
<ul style="list-style-type: none"> ● Exit slips ● Worksheets ● Performance checklists 	
Differentiation: <ul style="list-style-type: none"> ● Modifications will be created based on the following: age, level, skill level, student IEP, student 504. 	

Content Area: General Music	
Course Title: General Music Pacing Guide 1.3A.5.Cn - Connecting	Grade Level: Third - Fifth
Concepts	Duration
Using a rubric, objectively self-evaluate live or recorded solo performance.	2 weeks
Compare and contrast musical compositions based on similar themes.	4 weeks

Devise criteria for evaluating performances and compositions of self and others-Identify the instruments, rhythms, melodic patterns, etc. that convey the idea of a piece of music.	1 week
Research a significant musician from each of the following genres: classical, jazz, popular.	3 weeks
Analyze the importance of the musicians above, using appropriate terminology.	2 weeks
Demonstrate how art communicates personal and social values and is inspired by imagination and frame of reference by titling an original scored or improvised piece of music and explaining its relevance.	3 weeks
Identify the characteristics of singing games from two distinct cultures.	2 weeks
Research a significant musician from each of the following genres: classical, jazz, popular.	2 weeks
Teacher chooses three disparate genres of music (e.g., baroque, be-bop, traditional Japanese); students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.	3 weeks

Content Area: General Music
Unit Title: 1.3A.5.Cn - Connecting
Target Course/Grade Level: 3-5
Unit Summary: All students will understand the role, development, and influence of the arts throughout history and across cultures.
Primary interdisciplinary connections: <ul style="list-style-type: none"> ● Language Arts

<ul style="list-style-type: none"> ● Social Studies ● History ● Geography ● Physical Education 	
21st century themes: Global Awareness	
Unit Rationale: The History and Culture of a community influences the artwork produced, which, in turn, impacts the quality of life for members of the community.	
Learning Targets	
Standards: 1.3A.5.Cn - Connecting	
Content Statements	
<ul style="list-style-type: none"> ● Art and culture reflect and affect each other. Every artist has a style; every artistic period has a style. ● Characteristic approaches to content, form, style, and design define art genres. ● Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. 	
CPI #	Cumulative Progress Indicator (CPI)
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How are the arts and culture connected? ● How does my art influence and express my humanity? ● What can we learn through the arts about culture both past and present? 	<ul style="list-style-type: none"> ● Culture affects self-expression, whether we realize it or not. ● Every artist has a style; every artistic period has a style.
Unit Learning Targets	
<i>Students will ...</i>	
<ul style="list-style-type: none"> ● Study famous works of art/music from various cultures. ● Learn about artists/composers/musicians from various multicultural backgrounds. ● Make a connection between historical events and the art/music that was then influenced by said events. ● Learn about how art/music influenced various cultures. 	

Evidence of Learning
Summative Assessment: <ul style="list-style-type: none"> ● Performance tests on various multicultural music
Equipment needed: <ul style="list-style-type: none"> ● Music Express student magazines ● Music supplies ● Musical instruments
Teacher Resources: <ul style="list-style-type: none"> ● Music Express ● Music K8
Formative Assessments <ul style="list-style-type: none"> ● Exit slips ● Worksheets ● Pre/Post Tests in grades 3-5
Differentiation: <ul style="list-style-type: none"> ● Modifications will be created based on the following: age, level, skill level, student IEP, student 504.

Grade Sixth to Eighth General Music Curriculum

Content Area: General Music	
Course Title: 6 th -8 th Grade General Music Pacing Guide	Grade Level: 6 th -8 th Grade
Introduction to Reading Music Notation Standards: 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	2 classes
Reading basics Rhythms Standards: 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	5 classes
Whole, Half, Quarter, and Eighth Notes Standards: 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	5 classes
Understanding Notes on a Staff	3 classes

Standards: 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	
Chord Structures Standards: 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	4 classes
Basics of Creating a Song in Soundtrap Standards: 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	7 classes
World Music Project & Research Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	7 classes
Native American Music Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	5 classes

Content Area: General Music
Unit Title: 6 th -8 th Grade General Music
Target Course/Grade Level: 6 th -8 th Grade
<p>Unit Summary: All students will demonstrate an understanding of basic music notation and basic music creation.</p> <p>Primary interdisciplinary connections: Language Arts-Common Core Standards for English Language Arts</p> <ul style="list-style-type: none"> ● www.corestandards.org/ela-literacy ● Math Common core State Standards are aligned and incorporated into the Science Curriculum www.corestandards.org/Math ● 21st century themes: Learning And Innovation Skills ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Media, Technology Skills ● Information Literacy ● Life and Career Skills ● Flexibility and Adaptation ● Initiative and Self-direction ● Social and Cross-cultural skills ● Productivity and Accountability ● Leadership and Responsibility ● www.state.nj.us/education/cccs/standards/9/

Unit Rationale: In order to understand music, they must learn the basics. i.e. distinguish notes on staff lines, read basic notation, such as whole, half, quarter and eighth notes and rests. The students' ability to perform on the piano is personally fulfilling and allows the student an alternative vehicle to express themselves. Creating music in Soundtrap is learning about chord structure, melodies, rhythms, etc.

Creating movies on iMovie is learning how there are many steps in creating a movie. i.e. soundtracks, voice overs, the editing process, etc.

Learning Targets

Standards:

- **1.1 The Creative Process** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.
- **1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.
- **1.4 Connecting** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.
-

Content Statements:

- Common, recognizable musical forms often have characteristics related to specific cultural traditions. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
- Western, non-Western, and avant-garde notation systems have distinctly different characteristics. Stylistic considerations vary across genres, cultures, and historical eras.
- Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
- Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.

CPI #	Cumulative Progress Indicator (CPI)
1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.8.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent. ●

1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. ●
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
1.3A.8.P4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose. ●
1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.