

Music Curriculum Map



Sample Music Grades 6-12 Curriculum Map- Adapted Sequence

As we find ourselves forced into virtual teaching and learning, the emphasis on large ensemble performances must shift. We have a unique opportunity to focus on building individual performance and practice skills, to provide more individual attention to struggling students and to dive more deeply into the Create and Respond strands of our standards. Many of the MAEIA assessments lend themselves to these lessons and projects and as always, the assessments are YOURS to modify and adapt as necessary for your class or grade level. They are a template and a guide and can assess, provide student growth data and engage your students in music regardless of the type of classroom we are in.

The text in color denotes experiences that should be repeated when an asterisk appears in the correlating color.

YEAR MODEL:

National Core Music Standards: <https://www.nationalartsstandards.org>

MONTH	National Core ANCHOR STANDARD(S)	Related Enduring Understanding (s)	CREATE	RESPOND	PRESENT	SEL	6-8 MAEIA ASSESSMENTS	9-12 MAEIA ASSESSMENTS
SEPT	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. ^[SEP]	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.	Expectations for musical learning. Includes creating a safe, efficient space to practice, completing a template for practice sessions and developing a structure for a personal practice journal.	Practice journals/reflections on practice and performing.*	Foundations of performance: developing and utilizing a good tone, technical facility (scales and etudes)	Self-awareness, self-management		
OCT	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. ^[SEP]	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.	Students in breakout rooms brainstorm and share ideas for effective virtual sectionals and rehearsals, come back together and share ideas, creating a plan for all subsequent classes.*	Using MAEIA M.E304 or M.T421 rubrics, students assess/critique their own recordings of performances selected by the teacher. (This assessment is also used following every performance experience with all ensembles) *	Begin work on selected literature (scales and etudes are continued throughout the year, as part of individual assignments and warm-ups * Solos are selected for all students.	self-management, relationship skills, responsible decision-making	M.T401 Audition Day M.E304 Critical Listening and Assessing Group Performance Skills in the Music Classroom	M.T401 Audition Day M.T421 Performance Critique



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NOV	Anchor Standard 4	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.	Students in breakout rooms brainstorm and share ideas for effective virtual sectionals and rehearsals, come back together and share ideas, creating a plan for all subsequent classes. *	Reflection in the journal contrasting the process of learning and performing virtually with in person rehearsal and performance. *	Continue solo work, expand to large ensemble pieces *	Self-awareness, self-management, relationship skills, responsible decision-making, and social awareness.	M.T401 Audition Day	M.T401 Audition Day
DEC	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. [SEP]	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.	Students design program, arrange performance venue and write program notes*	Critique using the rubrics from MAEIA M.T401, "Audition Day." Students will evaluate each others'" performances. *	Community performance sharing projects (solos/chamber music or full concert, if appropriate) May be shared virtually, via a recording or video, or live with appropriate safety considerations. *	relationship skills, responsible decision-making, and social awareness.		
JAN	Anchor Standard 4 Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 8: Interpret intent and meaning in artistic work. [SEP] Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work.	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. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive	Group Project "Improvisation Using the d minor pentatonic scale" Students create composition template and assign parts. *	Individually: Journal entries, small groups: dialogue during rehearsal. Students write a reflection regarding the creative process required by this project. Prompts may include: <ul style="list-style-type: none"> • What did they learn, how will it impact their performance? • How did they feel while they were in the creating, rehearsal and performance 	Continue to develop technical skills with etudes/ensemble pieces. Practice individually and with improv groups*	Self-awareness, self-management, relationship skills, responsible decision-making		



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	Anchor Standard 3: Refine and complete artistic work.	intent. Musicians' presentation of creative work is the culmination of a process of creation and communication. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.		stages? • What processes went well, and what would they change the next time they had a composition project? *				
FEB	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. <small>[SEP]</small>	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.	Students design program arrange performance venue and write program notes describing the composition process for this performance. *	Using rubrics from M.E304 or M.T421, students assess/critique their own performances or recordings of performances selected by the teacher. (This assessment is used following every performance experience with all ensembles). *	Informal Improv performance of each groups' original compositions. Solos are selected for all students. *	Self-awareness, self-management, relationship skills, responsible decision-making	M.E304 Critical Listening and Assessing Group Performance Skills in the Music Classroom	M.T421 Performance Critique
MARCH	Anchor Standards 1,2,3,7,8	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Expanding on the Improv project, begin to explore musical form using the M.E411 "Creating a Consequent Phrase" *	Using a worksheet and the rubric from the assessment, students will critique each others' compositions, followed by class discussion. * Students also write a reflection comparing the rehearsal process for a traditional large ensemble and the smaller scale performances and	Each student performs their antecedent and consequent phrases, describing their composition choices*	relationship skills, responsible decision-making, and social awareness.	M.E411 "Compose a Consequent Phrase" (Adapt the level of difficulty to accommodate younger students)	M.E411 "Compose a Consequent Phrase"

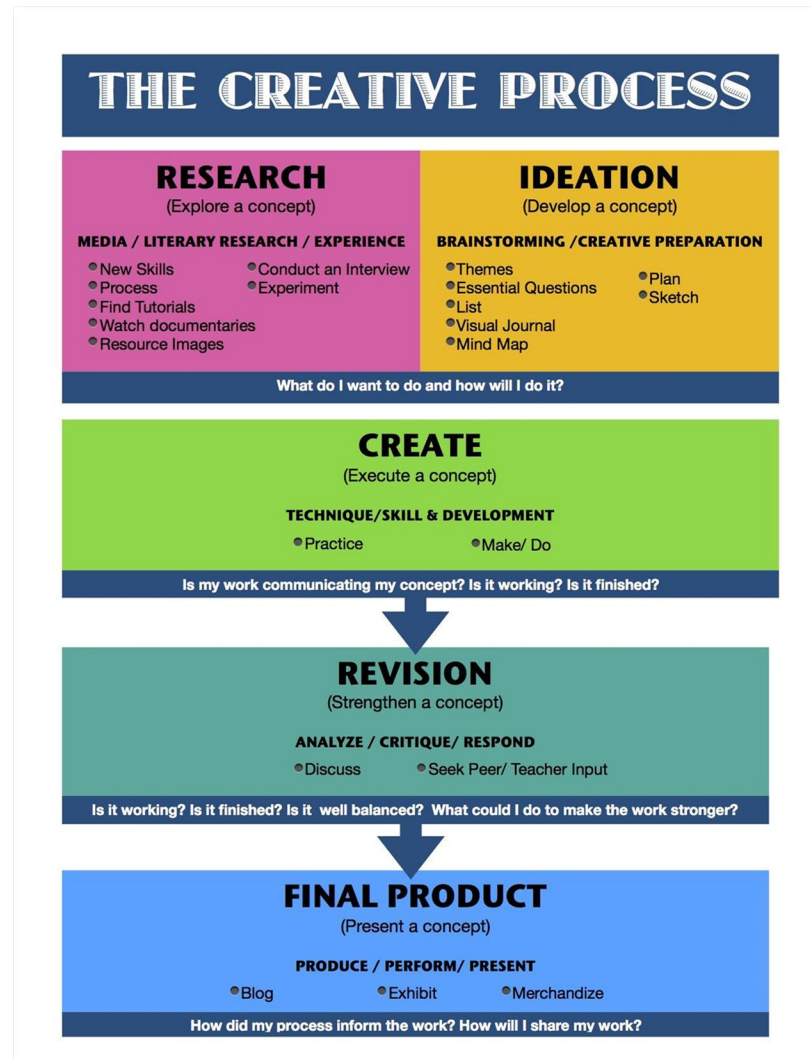


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		<p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p>		<p>composition/improvisation assignments. Prompts may include:</p> <ul style="list-style-type: none"> • What did you like about this project and why? What did you dislike and why? • How do the smaller, more personal projects impact your ability to perform in a large ensemble? 				
APRIL	Anchor Standards 1, 2,7,8	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p>Combining the Improv project with "Creating a Consequent Phrase", small groups will create and perform a short composition using the d minor pentatonic scale*</p>	<p>Students write a reflection regarding the creative process required by this project. Prompts may include:</p> <ul style="list-style-type: none"> • What did they learn, how will it impact their performance? • How did they feel while they were in the creating, rehearsal and performance stages? • What processes went well, and what would they change the next time they had a composition project? * 	<p>Students record placement Auditions for next years' ensembles and perform their small group compositions.</p>	<p>Self-awareness, self-management, relationship skills, responsible decision-making, and social awareness.</p>	<p>M.E411 "Compose a Consequent Phrase"</p>	<p>M.E411 "Compose a Consequent Phrase"</p>



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MAY	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. <small>[SEP]</small>	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.	Students design program arrange performance venue and write program notes. *	Critique using the rubrics from M.T401. Students will evaluate each others' performances Using M.E304 or M.T421 students assess/critique their own performances or recordings of performances selected by the teacher. (This assessment is also used following every large ensemble performance with all ensembles). *	Community performance sharing projects (solos/chamber music or full concert, if appropriate) Students record scaffolded scale tests (the number of octaves is determined by experience level)	Self-awareness, self-management, relationship skills, responsible decision-making, and social awareness.	M.E304 Critical Listening and Assessing Group Performance Skills in the Music Classroom	M.T401 Audition Day M.T421 Performance Critique
JUNE								

ADDITIONAL RESOURCES FOR ALL MODELS:



SOCIAL EMOTIONAL LEARNING (SEL) RESOURCES: <https://casel.org/core-competencies/>