



**DASD Curriculum KUD
Band/Instrumental Music Grade 4-12**

National Core Arts Standards	Know	Understand	Do
CREATING			
Common Anchor #1- Imagine- MU:Cr1.1.E.	Composition, improvisation, musical ideas, motives, melodies, rhythms, harmonies, cultures, historical periods, standard notation	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Compose melodies, rhythms, and harmonies by using standard notation, improvise within specified guidelines, identify different forms and styles using accurate music terminology
Common Anchor #2- Plan and Make- MU:Cr2.1.E.	Composition, improvisation, musical ideas, motives, melodies, rhythms, harmonies, cultures, historical periods, standard notation, plan, make	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Compose and perform melodies, rhythms, and harmonies by using standard notation, improvise within specified guidelines, identify different forms and styles using accurate music terminology, perform different forms and styles
Common Anchor #3a- Evaluate and Refine- MU:Cr3.1.E.	Composition, improvisation, musical ideas, motives, melodies, rhythms, harmonies, cultures, historical periods, standard notation, evaluate, refine	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher provided criteria
Common Anchor #3b- Present- MU:Cr3.2.E.	Composition, improvisation, musical ideas, motives, melodies, rhythms, harmonies, cultures, historical periods, standard notation, perform	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform compositions
PERFORMING			
Common Anchor #4a - Select MU:Pr4.1.E	Repertoire, structure, context, ensemble, criteria, purpose, technical skill	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.	Develop and apply criteria for selecting a varied repertoire for a performance
Common Anchor #4b - Analyze MU:Pr4.2.E	Settings, context, compositional devices, theoretical aspects, structural aspects, performances	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Identify and describe the social, cultural, and historical context of a piece of repertoire, describe how the knowledge of the context of the repertoire impacts the performance
Common Anchor #4c - Interpret MU:Pr4.3.E	Expressive qualities, repertoire, style, genre, performances, technical skill	Performers make interpretive decisions based on their understanding of context and expressive intent.	Explain and present interpretations that demonstrate the context of the piece and the composer's intent
Common Anchor #5 - Rehearse, Evaluate, and Refine MU:Pr5.3.E	Refine, repertoire, technical challenges	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 criteria. E	Develop and apply performance criteria, feedback, and self-critique to refine a performance
Common Anchor #6 - Present MU:Pr6.1.E	Technical accuracy, expressive qualities, cultures, styles, historical periods, expressive intent	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.	Perform with expression, technical accuracy, a varied repertoire, while demonstrating sensitivity to the audience and an understanding of the social/cultural/historical context of the repertoire
RESPONDING			
Common Anchor #7a- Select- MU:Re7.1.E.	Connections, Context, Purpose, General Criteria, Personally-Developed Criteria	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	Select, describe, and compare a variety of repertoire from varied cultures, genres, and historical periods

Common Anchor #7b- Analyze- MU:Re7.2.E.	Context, Musical Elements, Analysis, Structure	Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.	Demonstrate and justify how the context and the structure of piece, along with their creative decisions, can impact audience response
Common Anchor #8- Interpret- MU:Re8.1.E.	Interpretation, Expression, Elements of Music, Meaning of Musical Works, Setting of Text (When appropriate)	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Establish and justify interpretations of the expressive intent and meaning of musical selections using elements of music, context, and setting of the text (if applicable)
Common Anchor #9- Evaluate- MU:Re9.1.E.	Analysis, Context, Performance, Personally/Collaboratively-Developed Criteria, Structure, Interpretation	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	Develop evaluations of a variety of musical selections/performances based on established criteria, repertoire context, and expressive intent
CONNECTING			
Common Anchor #10- Connect (Experiences) - MU:Cn10.0.H.	Personal experiences	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music, perform final versions of compositions, develop and apply criteria for selecting varied repertoire based on personal interest and technical skills
Common Anchor #11- Connect (Understanding)- MU:Cn11.0.T	Prior Knowledge	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life, perform interpretations that demonstrate the context and understanding of the creator's intent, develop evaluations of a variety of selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding context.



DASD Curriculum KUD Choir Grade 5-12

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1.E : Imagine-Generate musical ideas for various purposes and contexts.	Generate- Composition, improvisation, musical ideas, motives, melodies, rhythms, harmonies, cultures, historical periods, standard notation	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Compose and sing melodies, rhythms, and harmonies by using standard notation, improvise within specified guidelines, identify different forms and styles using accurate music terminology
MU:Cr2.1.E : Plan and Make-Select and develop musical ideas for defined purposes and contexts	Plan and make-Composition, improvisation, musical ideas, motives, melodies, rhythms, harmonies, cultures, historical periods, standard notation	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Compose and sing melodies, rhythms, and harmonies by using standard notation, improvise within specified guidelines, identify different forms and styles using accurate music terminology, sing different forms and styles
MU:Cr3.1.E : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Evaluate and Refine- Composition, improvisation, musical ideas, motives, melodies, rhythms, harmonies, cultures, historical periods, standard notation	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher provided criteria
MU:C3.2.E : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality	Perform-Composition, improvisation, musical ideas, motives, melodies, rhythms, harmonies, cultures, historical periods, standard notation	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform compositions
PERFORMING			
MU:Pr4.1.E : Select-Select varied musical works to present based on interest, knowledge, technical skill, and context	Repertoire, structure, context, ensemble, criteria, purpose, technical skill	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.	Develop and apply criteria for selecting a varied repertoire for a performance
MU:Pr4.2.E : Analyze-Analyze the structure and context of varied musical works and their implications for performers	Settings, context, compositional devices, theoretical aspects, structural aspects, performances	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Identify and describe the social, cultural, and historical context of a piece of repertoire, describe how the knowledge of the context of the repertoire impacts the performance
MU:Pr4.3.E : Interpret-Develop personal interpretations that consider creators' intent	Expressive qualities, repertoire, style, genre, performances, technical skill	Performers make interpretive decisions based on their understanding of context and expressive intent.	Explain and present interpretations that demonstrate the context of the song and the composer's intent
MU:Pr.5.3.E : Rehearse, Evaluate and Refine-Evaluate and refine personal and ensemble performances, individually or in collaboration with others	Refine, repertoire, technical challenges	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 criteria. E	Develop and apply performance criteria, feedback, and self-critique to refine a performance
MU:Pr6.1.E : Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Technical accuracy, expressive qualities, cultures, styles, historical periods, expressive intent	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.	Perform with expression, technical accuracy, a varied repertoire, while demonstrating sensitivity to the audience and an understanding of the social/cultural/historical context of the repertoire
RESPONDING			

MU:Re7.1.E : Select-Choose music appropriate for specific purposes and contexts	Connections, Context, Purpose, General Criteria, Personally-Developed Criteria	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	Select, describe, and compare a variety of repertoire from varied cultures, genres, and historical periods
MU:Re7.2.E : Analyze-Analyze how the structure and context of varied musical works inform the response	Context, Musical Elements, Analysis, Structure	Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.	Demonstrate and justify how the context and the structure of a song, along with their creative decisions, can impact audience response
MU:Re8.1.E : Interpret-Support an interpretation of a musical work that reflects the creators/performers expressive intent	Interpretation, Expression, Elements of Music, Meaning of Musical Works, Setting of Text (When appropriate)	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Establish and justify interpretations of the expressive intent and meaning of musical selections using elements of music, context, and setting of the text
MU:Re9.1.E : Evaluate-Support personal evaluation of musical works and performances based on analysis, interpretation, and established criteria	Analysis, Context, Performance, Personally/Collaboratively-Developed Criteria, Structure, Interpretation	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	Develop evaluations of a variety of musical selections/performances based on established criteria, repertoire context, and expressive intent
CONNECTING			
MU:Cn10.0.H : Connect #10- Synthesize and relate knowledge and personal experiences to make music	Personal experiences	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music, perform final versions of compositions, develop and apply criteria for selecting varied repertoire based on personal interest and technical skills
MU:Cn11.0.T : Connect #11- Relate musical ideas and works with varied context to deepen understanding	Prior Knowledge	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life, perform interpretations that demonstrate the context and understanding of the creator's intent, develop evaluations of a variety of selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding context.



DASD Curriculum KUD
Music: Kindergarten

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.	Beat, melodic contour. Musical ideas, movement.	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Move various ways to show the steady beat/no beat. Move various ways to show melodic contour. Compose simple melodic patterns using iconic notation as a class. Improvise melodies (Q/A). Create patterns using loud/soft or picture word rhythms.
MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.	Musical ideas. Iconic notation, recording technology.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Compose and read iconic notation (rhythm patterns). Explore various music technology applications and/or websites when appropriate.
MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Feedback, refine musical ideas.	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher-provided criteria.
MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Performance of musical ideas.	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform a varied repertoire of music utilizing the fundamental music concepts of the kindergarten year.
PERFORMING			
MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.	Personal interest of musical selections.	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.	Sing, move, and play instruments.
MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.	Music contrasts (such as high/low, loud/soft, same/different).	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Analyze performances using music contrast terminology.
MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.	Expressive qualities (such as voice quality, dynamics, and tempo), creators' expressive intent.	Performers make interpretive decisions based on their understanding of context and expressive intent.	Demonstrate all 4 voices (sing, shout, whisper, speak).
MU:Pr5.1 : Rehearse, Evaluate and Refine-Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, refine performances. Expressive qualities.	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 criteria.	Evaluate lessons and performances based on teacher feedback.
MU:Pr6.1 : Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression. Performance.	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.	Perform music from a variety of cultures and languages. As an audience, be a good listener.
RESPONDING			

MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Tell or show with movement how music makes them feel.
MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat or melodic direction).	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others. Discuss social, cultural, and historical elements of their music
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive qualities (such as dynamics and tempo), expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc. Demonstrate their ability to use all 4 voices.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Expressive preferences, evaluation of music.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
CONNECTING			
MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they're from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts.



**DASD Curriculum KUD
Music: Grade 1**

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.	Beat, melodic contour, musical questions. Musical ideas, movement, multiple tonalities (major and minor), and meters (duple & triple).	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Move various ways to show the steady beat/no beat. Move various ways to show melodic contour. Compose simple melodic patterns using iconic notation. Improvise melodies (Q/A). Create and sing melodies.
MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.	Musical ideas, expressive intent. Iconic or standard notation, recording technology.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Compose and read iconic notation (rhythm patterns). Transition from iconic to standard notation. Explore various music technology applications and/or websites when appropriate.
MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Feedback, refine musical ideas.	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher-provided criteria.
MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Performance of musical ideas (expressive intent, purpose).	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform a varied repertoire of music utilizing the fundamental music concepts of the first grade year.
PERFORMING			
MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.	Personal interest and purpose of musical selections.	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.	Sing, move, and play instruments.
MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.	Music concepts (such as high/low, loud/soft, same/different, beat, melodic contour), cultures. Rhythmic patterns using iconic or standard notation.	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Analyze performances using music contrast terminology.
MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.	Expressive qualities (such as voice quality, dynamics, and tempo)	Performers make interpretive decisions based on their understanding of context and expressive intent.	Demonstrate all 4 voices (sing, shout, whisper, speak).
MU:Pr5.1 : Rehearse, Evaluate and Refine- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, refine performances. Expressive qualities.	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 criteria.	Evaluate lessons and performances based on teacher feedback.

MU:Pr6.1: Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression, performance, & purpose.	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.	Perform music from a variety of cultures and languages. As an audience, be a good listener.
RESPONDING			
MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences, finding musical purpose.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Tell or show with movement how music makes them feel.
MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat, melodic direction, pitch), purpose.	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others.
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive qualities (such as dynamics and tempo), expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc. Demonstrate their ability to use all 4 voices.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Expressive preferences, evaluation of music, purpose.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
CONNECTING			
MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they're from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts



DASD Curriculum KUD
Music: Grade 2

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.	Beat, melodic contour, musical questions, improvisation, rhythmic & melodic patterns, purpose. Musical ideas, movement, multiple tonalities (major and minor), and meters (duple & triple).	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Improvise, create and play rhythm patterns, melodies, new verses, and sound effects for stories and poems.
MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.	Musical ideas, expressive intent. Iconic or standard notation, recording technology.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Read and perform iconic or standard notation. Explore various music technology applications and/or websites when appropriate.
MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Feedback, interpret & refine musical ideas.	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher provided criteria.
MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Performance of musical ideas (expressive intent, purpose).	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform a varied repertoire of music utilizing the fundamental music concepts of the second grade year.
PERFORMING			
MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.	Personal interest and purpose of musical selections.	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.	Sing, move, and play instruments.
MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.	Music concepts (such as high/low, loud/soft, same/different, beat, melodic contour, tonality, meter), cultures. Rhythmic patterns using iconic or standard notation.	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Analyze performances using music contrast terminology
MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.	Expressive qualities (such as voice quality, dynamics, and tempo), expressive intent.	Performers make interpretive decisions based on their understanding of context and expressive intent.	Demonstrate all 4 voices (sing, shout, whisper, speak).
MU:Pr.5.1 : Rehearse, Evaluate and Refine- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, established criteria to evaluate performances. Technical challenges.	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 criteria.	Evaluate lessons and performances based on teacher feedback.
MU:Pr6.1: Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression, performance, purpose, technical accuracy.	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.	Perform music from a variety of cultures and languages. As an audience, be a good listener.
RESPONDING			
MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences, finding musical purpose.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Tell or show with movement how music makes them feel.

MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat, melodic direction, pitch), purpose.	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others.
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive Qualities (such as dynamics and tempo), Musical Concepts, expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Expressive preferences, evaluation of music, purpose.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
CONNECTING			
MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they're from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts



**DASD Curriculum KUD
Music: Grade 3**

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.	Beat, melodic contour, musical questions, improvisation, rhythmic & melodic patterns, purpose, context (personal & social). Musical ideas, movement, multiple tonalities (major and minor), and meters (duple & triple), rhythms & melodies.	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Improvise, create and play rhythm patterns, melodies, new verses, and sound effects for stories and poems.
MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.	Musical ideas, expressive intent, improvisation, composition, connection to purpose, and context. Iconic or standard notation, recording technology.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Read and perform iconic or standard notation. Explore various music technology applications and/or websites when appropriate.
MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Feedback, interpret & refine musical ideas applying teacher-provided and collaboratively-developed criteria.	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher provided criteria.
MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Performance of musical ideas (expressive intent, purpose).	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform a varied repertoire of music utilizing the fundamental music concepts of the third grade year.
PERFORMING			
MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.	Music selections to perform are influenced by personal interest, knowledge, purpose, and context.	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.	Sing, move, and play instruments.
MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.	Music concepts (such as high/low, loud/soft, same/different, beat, melodic contour, tonality, meter), cultures, structure. Rhythmic patterns & melodic phrases using iconic or standard notation. Context, personal, & social informs a performance.	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Analyze performances using music contrast terminology
MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.	Expressive qualities (such as voice quality, dynamics, and tempo), expressive intent.	Performers make interpretive decisions based on their understanding of context and expressive intent.	Demonstrate all 4 voices (sing, shout, whisper, speak).

MU:Pr.5.1 : Rehearse, Evaluate and Refine- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, teacher-provided & collaboratively-developed criteria to evaluate ensemble performances. Refine technical accuracy, expressive qualities and identified performance challenges.	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 criteria.	Evaluate lessons and performances based on teacher feedback.
MU:Pr6.1: Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression, performance, purpose, technical accuracy. Audience etiquette.	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.	Perform music from a variety of cultures and languages. As an audience, describe and demonstrate good performance and concert etiquette.
RESPONDING			
MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences, finding musical purpose.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Write about or show with movement how music makes me feel.
MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat, melodic direction, pitch), purpose, structure, context (personal and social use).	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others. Discuss personal and social elements of their music.
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive qualities (such as dynamics and tempo), Musical Concepts, interpretations to reflect expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Expressive preferences, evaluation of music, purpose, musical works/performances, established criteria and appropriateness to the context.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
CONNECTING			
MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they're from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts



DASD Curriculum KUD
Music: Grade 4

National Core Arts Standards	Know	Understand	Do
CREATING			
<p>MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.</p>	<p>Beat, melodic contour, musical questions, improvisation, rhythmic, melodic, & simple harmonic musical ideas, purpose & context (social & cultural).</p> <p>Musical ideas, movement, multiple tonalities (major and minor), and meters (duple & triple), rhythms & melodies and simple accompaniment patterns.</p>	<p>Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	<p>Improvise, create and play rhythm patterns, melodies, new verses, sound effects and accompaniments for songs.</p>
<p>MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.</p>	<p>Musical ideas, expressive intent, improvisation, arrangement, composition, connection to purpose, and context.</p> <p>Iconic or standard notation, recording technology.</p>	<p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p>Read and perform iconic or standard notation.</p> <p>Explore various music technology applications and/or websites when appropriate.</p>
<p>MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</p>	<p>Feedback, interpret & refine musical ideas applying teacher-provided and collaboratively-developed criteria.</p>	<p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>Critique their own performances as well as other works using teacher provided criteria.</p>
<p>MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	<p>Performance of musical ideas (expressive intent, purpose).</p>	<p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p>Perform a varied repertoire of music utilizing the fundamental music concepts of the fourth grade year.</p>
PERFORMING			
<p>MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.</p>	<p>Music selections to perform are influenced by personal interest, knowledge, purpose, context, and technical skill.</p>	<p>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.</p>	<p>Sing, move, and play instruments.</p>
<p>MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.</p>	<p>Music concept (such as high/low, loud/soft, same/different, beat, melodic contour, tonality, meter, rhythm, pitch, form), cultures, structure. Rhythmic patterns & melodic phrases using iconic or standard notation.</p> <p>Context, personal, social, & cultural informs a performance.</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	<p>Analyze performances using music contrast terminology</p>
<p>MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.</p>	<p>Expressive qualities (such as voice quality, dynamics, tempo, & timbre), expressive intent.</p>	<p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p>Demonstrate all 4 voices (sing, shout, whisper, speak).</p>

MU:Pr.5.1 : Rehearse, Evaluate and Refine- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, teacher-provided & collaboratively-developed criteria to evaluate ensemble & personal performances. Refine technical accuracy, expressive qualities and address performance challenges.	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 criteria.	Evaluate lessons and performances based on teacher feedback.
MU:Pr6.1: Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression, performance, purpose, technical accuracy, interpretation. Audience etiquette for the context, venue, and genre.	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.	Perform music from a variety of cultures and languages. As an audience, describe and demonstrate good performance and concert etiquette.
RESPONDING			
MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences, finding musical purpose or context.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Write about or show with movement how music makes me feel.
MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat, melodic direction, pitch), purpose, structure, context (personal, social, & cultural use).	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others.
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive qualities (such as dynamics, tempo, & timbre), Musical Concepts, interpretations to reflect expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc. Demonstrate their ability to use all 4 voices.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Expressive preferences, evaluation of music, purpose, musical works/performances, established criteria and appropriateness to the context.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
CONNECTING			
MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they're from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts



**DASD Curriculum KUD
Music: Grade 5**

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.	Beat, melodic contour, musical questions, improvisation, rhythmic, melodic, & two-chord harmonic musical ideas, purpose & context (social, cultural, & historical). Musical ideas, movement, multiple tonalities (major and minor), and meters (duple & triple), rhythms & melodies, simple accompaniment patterns, & chord changes.	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Improvise, create and play rhythm patterns, melodies, new verses, sound effects and accompaniments for songs.
MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.	Musical ideas, expressive intent, improvisation, arrangement, composition, connection to purpose, and context. Iconic or standard notation, recording technology.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Read and perform iconic or standard notation. Explore various music technology applications and/or websites when appropriate.
MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Feedback, interpret & refine musical ideas applying teacher-provided and collaboratively-developed criteria.	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher provided criteria.
MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Performance of musical ideas (expressive intent, purpose).	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform a varied repertoire of music utilizing the fundamental music concepts of the fifth grade year.
PERFORMING			
MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.	Music selections to perform are influenced by personal interest, knowledge, purpose, context, and technical skill.	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.	Sing, move, and play instruments.
MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.	Music concepts (such as high/low, loud/soft, same/different, beat, melodic contour, tonality, meter, rhythm, pitch, form, harmony), cultures, structure. Rhythmic patterns & melodic phrases using iconic or standard notation. Context, personal, social, cultural, & historical informs a performance.	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Analyze performances using music contrast terminology
MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.	Expressive qualities (such as voice quality, dynamics, tempo, timbre, & articulation/style), expressive intent.	Performers make interpretive decisions based on their understanding of context and expressive intent.	Demonstrate all 4 voices (sing, shout, whisper, speak).

MU:Pr.5.1 : Rehearse, Evaluate and Refine- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, teacher-provided & collaboratively-developed criteria to evaluate ensemble & personal performances. Refine technical accuracy, expressive qualities and address performance challenges.	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 criteria.	Evaluate lessons and performances based on teacher feedback.
MU:Pr6.1: Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression, performance, purpose, technical accuracy, interpretation. Audience etiquette for the context, venue, genre, & style.	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.	Perform music from a variety of cultures and languages. As an audience, describe and demonstrate good performance and concert etiquette.
RESPONDING			
MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences, finding musical purpose or context.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Write about or show with movement how music makes me feel.
MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat, melodic direction, pitch), purpose, structure, context (personal, social, cultural, & historical use).	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others. Discuss personal, social, cultural, and historical elements of their music.
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive qualities (such as dynamics, tempo, timbre, & articulation), Musical Concepts, interpretations to reflect expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Evidence of expressive preferences, evaluation of music, purpose, musical works/performances, established criteria and appropriateness to the context.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
CONNECTING			
MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they're from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts



**DASD Curriculum KUD
General Music: Grade 6**

National Core Arts Standards	Know	Understand	Do
Unit 1 - Introduction to Instruments MU:Cr3.1.6a, MU:Cr2.1.6a	Woodwind, Brass, Percussion, Strings, Family, *various instruments	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Sort instruments into families, determine how an instrument creates sound, research and recreate a chosen instrument, present findings to the class
Unit 2 - Music Styles of America MU:Re7.2.7b, MU:Pr4.1.7a, MU:Re7.2.1a, MU:Pr4.1.7a	Genre, Country/ Appalachian, Jazz, Hip-Hop, Blues, Rock & Roll, Soul, EDM	Musicians connect their personal interests, past experiences, ideas, and prior knowledge to creating, performing, and responding to musical ideas.	Listening examples, presentation to class, create advertisement "selling" their type of music for new audiences using a variety of presentation methods, take notes, listen to, and identify songs from each genre
Unit 3 - Music of the Middle Ages MU:Re7.2.7b, MU:Pr5.1.6a	The history of Music during the Middle Ages Pope Gregory 1 and the Dove's role in written notation	Musicians in every century share their ideas and concepts in order to allow people to enjoy music.	Determine and analyze the differences between sacred and secular from selected scenes in the movie The Hunchback of Notre Dame, listen to and analyze Gregorian Chants, recreate a Gregorian Chant with a modern song choice, analyze sacred and secular music examples
Unit 4 - Theatre/Opera MU:Pr4.2.6a, MU:Pr4.1.6a	Opera, theatre, musical theatre, play, acting, singing, performing, orchestra, costume, set, actor, stage, audience	Musicians showcase their abilities in various forms that encourage audiences of all kinds to engage with the arts.	Compare and contrast theatre and opera, take notes on both styles of performance, compare and contrast selected scenes from the movie "The Phantom of the Opera" or "Hansel and Gretel" to show similarities and differences in the two styles
Unit 5 - Music Apps MU:Cn10.0.6a, MU:Cr3.2.6a, MU:Cr1.1.6a, MU:Re9.1.6a, MU:Pr4.3.6a , MU:Cr2.1.6a	Apps, Timbre, Dynamics, Tempo, Beat, Rhythm, Layering, Form, Sound	All people can learn and appreciate music in various ways, including the incorporation of technology tools.	Song Creation on App, Presentation, Song Analysis, Compare and contrast differences between music apps, how to maneuver the apps, layer various sounds, basic form structure, create song on student chosen app utilizing rhythm and beat, perform song for class, analyze peer composition

DASD Curriculum KUD General Music: Grade 7

National Core Arts Standards	Know	Understand	Do
Unit 1 - Beginning Theory (Rhythm) MU:Re7.2.C.Ia. MU:Re9.1.C.Ia, MU:Cr3.2.C.Ia	Staff, whole, half, quarter, eighth, sixteenth, fractions, rest, measure, barline	Basic rhythmic music theory is a way to better understand what we hear in contemporary music in regards to rhythm.	Complete practice activities to learn and review notes and rhythms, online music practice app, basic overview of reading & writing musical rhythms, compare and contrast various rhythmic patterns
Unit 2 - Beginning Theory (Treble Clef) MU:Re7.2.C.Ia. MU:Re9.1.C.Ia, MU:Cr3.2.C.Ia	Treble, Clef, staff, lines, spaces, ledger lines, abcdefg, directions	Basic melodic music theory is a way to better understand what we hear in contemporary music in regards to pitch.	Analyze music to determine notes on the treble clef staff, demonstrate reading & writing notes on the treble clef
Unit 3 - Piano Theory MU:Re7.2.C.Ia. MU:Re9.1.C.Ia, MU:Cr3.2.C.Ia, MU:Cr1.1.H.5a , MU:Pr6.1.H.5a	Keys, rhythm, whole, half, quarter, eighth, sixteenth, fractions, rest, measure, barline, treble, Treble, Clef, staff, lines, spaces, ledger lines, abcdefg, finger placement, hand position, recording	Basic piano skills incorporate aspects of melodic and rhythmic music theory.	Analyze patterns on the piano, perform a song on garageband/piano app, song analysis, explain reading musical notation and performance, determine and distinguish between keys on the piano
Unit 4 - Music Theatre MU:Pr4.2.6a, MU:Pr5.1.5a, MU:Re7.2.5a, MU:Re7.2.6a	Theatre, musical theatre, play, acting, singing, performing, orchestra, costume, set, actor, stage, audience, director, conductor, understudy, swings, stage directions, wings	Musicians showcase their abilities in various forms that encourage audiences of all kinds to engage with the arts.	Analysis of the Broadway musical - Newsies, basic overview of the background of musical theatre and what it takes to put on a live stage performance, explain the basic setup of a stage production
Unit 5 - Decades (Music in the 20th Century) MU:Re7.2.7b, MU:Pr4.1.7a, MU:Re7.2.1a, MU:Pr4.1.7a	Genre, Decade, Modern Music Era, Post-Modern Music Era, Popular Music, Big Band	Music changes and evolves through time to engage people in active listening.	differentiate important historical events and musical styles in each decade, research decades to discover music's impact on events and vice versa, create a presentation on research using a variety of presentation methods (prezi, slides, flipgrid, canva, postcard, etc.), presentations to class

DASD Curriculum KUD
General Music: Grade 7

National Core Arts Standards	Know	Understand	Do
Unit 1 - Playlist of My Life MU:Re7.2.1a, MU:Re7.2.7b, MU:Pr4.1.7a, MU:Pr4.1.7a	Musician, Style, Genre, Popularity, Soundtrack, Feelings, Mood, Tempo	Musicians and listeners can make meaningful connections by creating, performing, and responding to music.	Create “Soundtrack of My Life”, student explanation of how each song fits into their life
Unit 2 - Write a Parody MU:Re7.2.7b, MU:Pr4.1.7a, MU:Pr4.1.7a, MU:Re7.2.1a	Parody, Song Parody, Rhyme, Pattern, Rhythm	Music can be used in many different ways to entertain the target audience.	Create a parody of a popular/known song, define parody, list the functions parody serves, correctly identify a parody
Unit 3 - Movie Music MU:Pr4.2.6a, MU:Pr5.1.5a, MU:Re7.2.5a, MU:Re7.2.6a	Tonal, Atonal, Major, Minor, Style, Timbre, Synchronization, Mickey Mousing	Music is a useful tool that creates a large impact on what is happening around it.	Student composition creation, career research project, explain the importance of music in film, discuss famous composers, careers, musical elements, and composition, explain important aspects of music to set a mood, compose a small piece of music to set the mood for a video, analyze part of a film known for its soundtrack
Unit 5 - World Music MU:Pr4.2.6a, MU:Pr5.1.5a, MU:Re7.2.5a, MU:Re7.2.6a	Expression, Structure/Form, Texture, Rhythm, Harmony, Melody, Sound, Region	Music is essential and varies in all cultures.	Analyze and differentiate context and vocab of each country/region, compare and contrast different music styles from around the world
Unit 5 - Song Exploder & Music Analysis MU:Cn10.0.6a, MU:Cr3.2.6a, MU:Cr1.1.6a, MU:Re9.1.6a, MU:Pr4.3.6a , MU:Cr2.1.6a	Artist, Musical Elements, composer, host, sound effects, specific timbres (instruments/sounds), use of imagery in lyrics, compositional techniques, musical elements	Music can be discussed in many different ways to educate others.	Analyze and discuss a song of student choice in a musical, historical, personal, and community context by creating a podcast episode, utilize various online technology tools to create a podcast