# **Dietrich Music Program**

### 7-8<sup>th</sup> Music Appreciation

### **Essential Questions:**

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

How do musicians improve the quality of their performance?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? How do individuals choose music to experience?

How does understanding the structure and context of music inform a response?

How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

How do musicians make meaningful connections to creating, performing, and responding?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

1	Standards	Student Learning Target	Lessons	Assessments
s	MU:Pr4.1.H.5a	Student will learn and demonstrate proper posture, hand	<ul> <li>Intro to Instrument</li> </ul>	Playing Tests
t	MU:Pr4.2.H.5a	position, and playing position.	Steady Beat	
S	MU:Pr4.3.H.5a	<ul> <li>Students will analyze music they are performing.</li> </ul>	<ul> <li>Counting Rhythms</li> </ul>	Daily Feedback &
е	MU:Pr5.1.H.5a	Play individually and as a group	Intro to Sight Reading	Observations
m	MU:Pr6.1.H.5a	• Students will develop sight reading skills at their performance	• Level 1 Cadences (Moving	Veteran's Day Concert
е	MU:Re7.1.H.5a	level	to Level 2 as group	
S	MU:Re7.2.H.5a	• Students will play using a variety of basic rhythms, and simple	progresses)	Christmas Concert
t	MU:Re8.1.H.5a	rhythm patterns, meters, and mediums (no syncopation)	• Level 1 Grooves (Moving to	
е	MU:Re9.1.H.5a	• Students will help select repertoire based on difficulty level,	Level 2 as group	Basketball Games (For
r	MU:Cn10.1.H.5a	personal interest, and context to performance.	progresses)	those participating in
	MU:Cn11.1.H.5a	• Students will perform with expression and accuracy.	• Level 1 & 2 Warm-Ups	pep band)
		• Students will identify and describe the expressive intent of	Select Repertoire	
		interpretations of music (personal and peer) and describe how	Intro to music analysis	
		interest, experience, and contexts effect evaluation of music.	Performance decorum	
			practice.	

		<ul> <li>Students will perform music from a variety of cultures, styles, historical periods, and connect with the music on a personal level.</li> <li>Learn warm-up &amp; vocalizing techniques</li> <li>Begin developing proper breathing and aural techniques</li> <li>Select Repertoire for Patriotic Concert</li> <li>Give peer feedback</li> <li>Intro to analyzing music</li> <li>Practice in a group and sectionals to develop personal performing and aural skills.</li> <li>Intro to sight reading and learning about the Major Scale solfege with fixed Do.</li> <li>Analyzing music in movies</li> <li>Learn about the history of music and about the importance of historical music.</li> <li>Develop and understanding of personal relationships and interpretations to music and how they affect performance.</li> <li>Work on patriotic music and apply personal understanding to performance.</li> <li>Select Repertoire for Christmas Concert</li> </ul>	<ul> <li>Learn warm-Ups and explore vocal ranges as well as practice proper posture, breathing, and vowel sounds.</li> <li>Students will do matching pitch exercises to assist them in Aural training.</li> <li>Analyzing performances of peers and professionals to understand feedback and learn how to apply it to personal and group performances.</li> <li>Connect to the music through class discussions and personal experiences.</li> <li>Using teacher-provided criteria, students will create a song together to gain a better understanding of standard notation and rhythmic notation.</li> </ul>	
2	Standards	Student Learning Target	Lessons	Assessments
n	MU:Pr4.1.H.5a	<ul> <li>Student will learn and demonstrate proper posture, hand</li> </ul>	Intro to Instrument	Playing Tests
d	MU:Pr4.2.H.5a	position, and playing position.	Steady Beat	Daily Feedback &
S	MU:Pr4.3.H.5a	• Students will analyze music they are performing.	Counting Rhythms	Observations
e	MU:Pr5.1.H.5a	Play individually and as a group	<ul> <li>Intro to Sight Reading</li> </ul>	
m e	MU:Pr6.1.H.5a MU:Re7.1.H.5a	<ul> <li>Students will develop sight reading skills at their performance level</li> </ul>		Spring Concert

S	MU:Re7.2.H.5a	• Students will play using a variety of basic rhythms, and simple	Level 1 Cadences (Moving Basketball Games (For
t	MU:Re8.1.H.5a	rhythm patterns, meters, and mediums (no syncopation)	to Level 2 as group those participating in
е	MU:Re9.1.H.5a	• Students will help select repertoire based on difficulty level,	progresses) pep band)
r	MU:Cn10.1.H.5a	personal interest, and context to performance.	Level 1 Grooves (Moving to
	MU:Cn11.1.H.5a	• Students will perform with expression and accuracy.	Level 2 as group
		• Students will identify and describe the expressive intent of	progresses)
		interpretations of music (personal and peer) and describe how	Level 1 & 2 Warm-Ups
		interest, experience, and contexts effect evaluation of music.	Select Repertoire
		• Students will perform music from a variety of cultures, styles,	Intro to music analysis
		historical periods, and connect with the music on a personal	Performance decorum
		level.	practice.
		• Learn warm-up & vocalizing techniques	<ul> <li>Learn warm-Ups and</li> </ul>
		<ul> <li>Begin developing proper breathing and aural techniques</li> </ul>	explore vocal ranges as
		Select Repertoire for Spring Concert	well as practice proper
		Give peer feedback	posture, breathing, and
		<ul> <li>Intro to analyzing music</li> </ul>	vowel sounds.
		<ul> <li>Practice in a group and sectionals to develop personal</li> </ul>	Students will do matching
		performing and aural skills.	pitch exercises to assist
		• Intro to sight reading and learning about the Major Scale solfege	them in Aural training.
		with fixed Do.	Analyzing performances of
		Analyzing music in movies	peers and professionals to
		• Learn about the history of music and about the importance of	understand feedback and
		historical music.	learn how to apply it to
		• Develop and understanding of personal relationships and	personal and group
		interpretations to music and how they affect performance.	performances.
		• Work on patriotic music and apply personal understanding to	Connect to the music
		performance.	through class discussions
			and personal experiences.
			Using teacher-provided
			criteria, students will
			create a song together to
			gain a better
			understanding of standard

	notation and rhythmic notation.	

# Dietrich Music Program

Class: 7<sup>th</sup> Hour Band

#### **Essential Questions:**

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

How do musicians improve the quality of their performance?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

How do individuals choose music to experience?

How does understanding the structure and context of music inform a response?

How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

How do musicians make meaningful connections to creating, performing, and responding?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

<b>1</b>	Standards	Student Learning Target	Lessons	Assessments
t				
Q				
u				
а				
r				
t				
е				
r				

	MU:Pr4.1.H.5a	• Student will learn and demonstrate proper posture, embouchure, hand position, and	Intro to instrument	Daily/Weekly
	MU:Pr4.2.H.5a	playing position		Reflections
	MU:Pr4.3.H.5a	• Student will produce a characteristic tone that is clear, free of tension, sustained, and	Intro to scales and/or	
	MU:Pr5.1.H.5a	unwavering in pitch.	chords and	Teacher and Peer
	MU:Pr6.1.H.5a	<ul> <li>Student will play using a variety of rhythms, meters, and mediums.</li> </ul>	strumming patterns	Feedback
	MU:Re7.1.H.5a	• Student will learn and perform scales on a quarter-eighth note pattern and/or play		
	MU:Re7.2.H.5a	chords using multiple strum patterns.	Intro to sight reading.	Playing Tests
	MU:Re8.1.H.5a	• Student will learn to be expressive in performance which may or may not include;		
	MU:Re9.1.H.5a	dynamics, vibrato, trills, grace notes, alternate fingerings, etc.	Repertoire selection.	
	MU:Cn10.1.H.5a	<ul> <li>Student will develop sight reading skills at their performance level.</li> </ul>		
	MU:Cn11.1.H.5a	• Student will perform music from a variety of cultures, styles, and historical periods,	Peer performance	
		and connect with the music on a personal level.	and feedback.	
		<ul> <li>Students will analyze music they are performing.</li> </ul>		
		• Students will analyze their own performances and the performances of others and	Intro to musical	
		give meaningful constructive feedback.	terms, and	
		• Student will select repertoire based on difficulty level, personal interest, and context	expressions.	
		of the performance.		
		<ul> <li>Student will perform with expression and accuracy.</li> </ul>	Intro to music	
		• Students will identify and describe the expressive intent of interpretations of music	analysis.	
		(personal and peer) and describe how interest, experience, and contexts effect		
		evaluation of music.	Performance	
			decorum Practice	
2	Standards	Student Learning Target	Lessons	Assessments
n				
d				
Q				
u				
а				
r				
t				
е				
r				

			· · · · · · · · · · · · · · · · · · ·
MU:Pr4.1.H.5a	• Student will consistently demonstrate proper posture, embouchure, hand position,	Continue Learning	Daily/Weekly
MU:Pr4.2.H.5a	and playing position	instrument basics.	Reflections
MU:Pr4.3.H.5a	• Student will produce a characteristic tone that is clear, free of tension, sustained, and		
MU:Pr5.1.H.5a	unwavering in pitch.	Continue learning	Teacher and Peer
MU:Pr6.1.H.5a	<ul> <li>Student will play using a variety of rhythms, meters, and mediums.</li> </ul>	more scales/chords	Feedback
MU:Re7.1.H.5a	<ul> <li>Student will perform scales on a quarter-eighth note pattern and/or play chords</li> </ul>	and strumming	
MU:Re7.2.H.5a	using multiple strum patterns.	patterns.	Playing Tests
MU:Re8.1.H.5a	• Student will be expressive in performance which may or may not include; dynamics,		
MU:Re9.1.H.5a	vibrato, trills, grace notes, alternate fingerings, etc.	Sight Reading	Recordings
MU:Cn10.1.H.5a	<ul> <li>Student will develop sight reading skills at their performance level.</li> </ul>		
MU:Cn11.1.H.5a	• Student will perform music from a variety of cultures, styles, and historical periods,	Repertoire selection	Christmas
MU:Cr1.1.H.5a	and connect with the music on a personal level.		Concert
MU:Cr2.1.H.5a	<ul> <li>Students will analyze music they are performing</li> </ul>	Peer Performance	
MU:Cr3.1.H.5a	<ul> <li>Students will analyze their own performances and the performances of others and</li> </ul>	and Feedback	
MU:Cr3.2.H.5a	give meaningful constructive feedback.		
	• Student will select repertoire based on difficulty level, personal interest, and context	Continue learning	
	of the performance.	musical terms and	
	Student will perform with expression and accuracy.	expressions.	
	• Students will identify and describe the expressive intent of interpretations of music	(pedagogy)	
	(personal and peer) and describe how interest, experience, and contexts effect		
	evaluation of music.	Intro to music	
	<ul> <li>Students will explore creating, notating, and improvising music.</li> </ul>	analysis	
		NAV Anthony 1	
		My Anthem 1	

3	Standards	Student Learning Target	Lessons	Assessments
r d Quarter r	MU:Pr4.1.H.5a MU:Pr4.2.H.5a MU:Pr4.3.H.5a MU:Pr5.1.H.5a MU:Re7.1.H.5a MU:Re7.2.H.5a MU:Re8.1.H.5a MU:Re9.1.H.5a MU:Cn10.1.H.5a MU:Cn11.1.H.5a	<ul> <li>Student will learn and demonstrate proper posture, embouchure, hand position, and playing position</li> <li>Student will produce a characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.</li> <li>Student will play using a variety of rhythms, meters, and mediums.</li> <li>Student will learn and perform scales on a quarter-eighth note pattern and/or play chords using multiple strum patterns.</li> <li>Student will learn to be expressive in performance which may or may not include; dynamics, vibrato, trills, grace notes, alternate fingerings, etc.</li> <li>Student will develop sight reading skills at their performance level.</li> <li>Students will analyze music from a variety of cultures, styles, and historical periods, and connect with the music on a personal level.</li> <li>Students will analyze their own performances and the performances of others and give meaningful constructive feedback.</li> <li>Student will select repertoire based on difficulty level, personal interest, and context of the performance.</li> <li>Student will perform with expression and accuracy.</li> <li>Students will identify and describe the expressive intent of interpretations of music (personal and peer) and describe how interest, experience, and contexts effect evaluation of music.</li> </ul>	Intro to instrument Intro to scales and/or chords and strumming patterns Intro to sight reading. Repertoire selection. Peer performance and feedback. Intro to musical terms, and expressions. Intro to music analysis. Performance decorum Practice	Daily/Weekly Reflections Teacher and Peer Feedback Playing Tests

4	Standards	Student Learning Target	Lessons	Assessments
t h C u a a r t e r	MU:Pr5.1.H.5a MU:Pr6.1.H.5a MU:Re7.1.H.5a MU:Re7.2.H.5a	<ul> <li>Student will consistently demonstrate proper posture, embouchure, hand position, and playing position</li> <li>Student will produce a characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.</li> <li>Student will play using a variety of rhythms, meters, and mediums.</li> <li>Student will perform scales on a quarter-eighth note pattern and/or play chords using multiple strum patterns.</li> <li>Student will develop sight reading skills at their performance level.</li> <li>Student will perform music from a variety of cultures, styles, and historical periods, and connect with the music on a personal level.</li> <li>Students will analyze their own performances and the performances of others and give meaningful constructive feedback.</li> <li>Student will select repertoire based on difficulty level, personal interest, and context of the performance.</li> <li>Student will perform with expression and accuracy.</li> <li>Student will dentify and describe the expressive intent of interpretations of music (personal and peer) and describe how interest, experience, and contexts effect evaluation of music.</li> </ul>	Continue Learning instrument basics. Continue learning more scales/chords and strumming patterns. Sight Reading Repertoire selection Peer Performance and Feedback Continue learning musical terms and expressions. (pedagogy)	Daily/Weekly Reflections Teacher and Peer Feedback Playing Tests Recordings Spring Concert
		<ul> <li>Students will explore creating, notating, and improvising music.</li> </ul>	Intro to music analysis My Anthem 1	

			· · · · · · · · · · · · · · · · · · ·
· · ·	1 1	1 '	1 ['
· · ·	ſ	1 '	1 [7
· · ·	1 1	1 '	1 ['
· · ·	ſ	1 '	1 [7
· · ·	1 1	1 '	1 ['
· · ·	ſ	1 '	1 [7
· · ·	1 1	1 '	1 ['
· · ·	1 1	1 '	1 ['
· · ·	1 1	1 '	1 [7
· · ·	1 1	1 '	1 [7
· · ·	1 1	1 '	1 ['
· · ·	1 1	1 '	1 ['
· · ·	1 1	1 '	1 ['
· · ·	1 1	1 '	1 ['
· · ·	1 1	1 '	1 [
· · ·	1 1	1 '	1 [
· · ·	1 1	1 '	1
· · ·	1 1	1 '	1
· ·	ſ ,	1 '	1
· · ·	1 1	1 '	1
· · ·	1 1	1 '	1
· · ·	1 1	1 '	1
· · ·	1 1	1 '	1
· ·	ſ ,	1 '	1 1
· · ·	ſ	1 '	1 1
· · ·	ſ	1 '	1 1
· · · ·	1 1	1 '	1
· · ·	1 1	1 '	1
· · ·	1 1	1 '	1
·			

Dietrich Music Program					
Class: Choir					
Essential Questions: How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? How do musicians make meaningful connections to creating, performing, and responding?	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? When is creative work ready to share? How do individuals choose music to experience? How do individuals choose music to experience? How do we discern the musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)?				

1 <sup>s</sup> t	Standards	Student Learning Target	Lessons/Activities	Assessments
Q				
u				

a rt e r	MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.1.E.5a MU:Pr6.1.E.5b MU:Pr6.1.8 MU:Re7.1.E.5a MU:Re7.1.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn10.0.E.5a MU:Cn11.0.E.5a	<ul> <li>Learn warm-up &amp; vocalizing techniques</li> <li>Begin developing proper breathing and aural techniques</li> <li>Select Repertoire for Patriotic Concert</li> <li>Give peer feedback</li> <li>Intro to analyzing music</li> <li>Practice in a group and sectionals to develop personal performing and aural skills.</li> <li>Intro to sight reading and learning about the Major Scale solfege with fixed Do.</li> <li>Analyzing music in movies</li> <li>Learn about the history of music and about the importance of historical music.</li> <li>Develop an understanding of personal relationships and interpretations to music and how they affect performance.</li> <li>Work on patriotic music and apply personal understanding to performance.</li> <li>Select Repertoire for Christmas Concert</li> </ul>	<ul> <li>Learn warm-Ups and explore vocal ranges as we practice proper posture, breathing, and vowel sounds.</li> <li>Students will do matching pitch exercises to ass them in Aural training.</li> <li>Sight singing training to help better understand use of the Major Scale in music and help naviga notes on sight.</li> <li>Students will help select and then learn a varied repertoire appropriate for group size and event.</li> <li>We will watch performances (Recorded, movies etc). to analyze the performance of others and judge their performance based on a set of criter.</li> <li>Select/write a script for the Christmas concert a pick which songs each group will perform.</li> <li>Song Lyric analysis to determine the underlying themes of songs for performance and listening. analyze to understand the historical significance the music and to help build personal connection the music.</li> </ul>	1-4         ist       Participation         the       Veterans Day concert         te       Daily teacher         d       feedback on         performance.       je         ria.       Also         e of       e
2 n d Q u a r t	2	Student Learning Target	• Lessons	Assessments

e	MU:Pr4.1.E.5a	• Continue practicing warm up techniques,	Practice vocal warm-up techniques	Christmas Concert
r	MU:Pr4.2.E.5a	adding in new focus points to warm-ups	exploring dynamics, tempo, expressive	
	MU:Pr4.3.E.5a	• Demonstrate Proper Breathing technique	qualities, and resonance.	Peer Performance Analysis
	MU:Pr5.1.E.5a	Peer Feedback	• Continue matching pitch if needed.	
	MU:Pr6.1.E.5a	<ul> <li>Music Analysis</li> </ul>	• Continue sight singing training using Sight	Participation
	MU:Pr6.1.E.5b	<ul> <li>Practice in a group and sectionals to</li> </ul>	Reading Factory. Introduce sight singing 2	
	MU:Pr6.1.8	develop personal performing and aural	part harmony.	Daily teacher feedback on
	MU:Re7.1.E.5a	skills.	• Continue analyzing performances of peers	performance
	MU:Re7.2.E.5a	<ul> <li>Intro to sight reading and learning about</li> </ul>	and professionals to understand feedback	performance
	MU:Re8.1.E.5a	the Major Scale solfege with fixed Do.	and learn how to apply it to personal and	
	MU:Re9.1.E.5a	<ul> <li>Analyzing music in movies</li> </ul>	group performances.	
	MU:Cn10.0.E.5a	• Learn about the history of music and	• Continue looking into the history of music,	
	MU:Cn11.0.E.5a	about the importance of historical music.	in terms of the song choices, and	
	MU:Cr1.1.E.5a	• Develop an understanding of personal	understand how the history of music has	
	MU:Cr2.1.E.5a	relationships and interpretations to music	evolved.	
	MU:Cr2.1.E.5b	and how they affect performance.	<ul> <li>Connect to the music through class</li> </ul>	
	MU:Cr3.1.E.5a	• Develop, preserve, evaluate, refine, and	discussions and personal experiences.	
	MU:Cr3.2.E.5a	share personally developed melodic	• Using teacher-provided criteria, students	
		and/or rhythmic motives	will create a song together to gain a better	
			understanding of standard notation and	
			rhythmic notation.	

3 <sup>r</sup>	Standards	Student Learning Target	Lessons	Assessments
Q				
u				
a				
rt				
e				
I				

MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.1.E.5a MU:Pr6.1.E.5b MU:Pr6.1.8 MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re9.1.E.5a MU:Cn10.0.E.5a MU:Cn11.0.E.5a	, .	<ul> <li>Learn warm-Ups and explore vocal ranges as well as practice proper posture, breathing, and vowel sounds.</li> <li>Students will do matching pitch exercises to assist them in Aural training.</li> <li>Sight singing training to help better understand the use of the Major Scale in music and help navigate notes on sight.</li> <li>Students will help select and then learn a varied repertoire appropriate for group size and event.</li> <li>We will watch performances (Recorded, movies, etc). to analyze the performance of others and judge their performance based on a set of criteria.</li> <li>Select theme and write a script for the Spring concert and pick which songs each group will perform.</li> <li>Song Lyric analysis to determine the underlying themes of songs for performance and listening. Also analyze to understand the historical significance of the music.</li> </ul>	Song Lyric Analysis 1-4 Participation Daily teacher feedback on performance
--	-----	--	--

<b>4</b> <sup>t</sup>	Standards	Student Learning Target	Lessons	Assessments
4 <sup>t</sup> h Q u a rt e r	Standards           MU:Pr4.1.E.5a           MU:Pr4.2.E.5a           MU:Pr4.3.E.5a           MU:Pr5.1.E.5a           MU:Pr6.1.E.5a           MU:Pr6.1.E.5b           MU:Pr6.1.E.5b           MU:Pr6.1.E.5a           MU:Pr6.1.E.5b           MU:Pr6.1.E.5a           MU:Pr6.1.E.5a           MU:Re7.1.E.5a           MU:Re7.2.E.5a           MU:Re9.1.E.5a           MU:Cn10.0.E.5a           MU:Cr11.0.E.5a           MU:Cr2.1.E.5a           MU:Cr3.1.E.5a           MU:Cr3.2.E.5a	<ul> <li>Student Learning Target</li> <li>Continue practicing warm up techniques, adding in new focus points to warm-ups</li> <li>Demonstrate Proper Breathing technique</li> <li>Peer Feedback</li> <li>Music Analysis</li> <li>Practice in a group and sectionals to develop personal performing and aural skills.</li> <li>Intro to sight reading and learning about the Major Scale solfege with fixed Do.</li> <li>Analyzing music in movies</li> <li>Learn about the history of music and about the importance of historical music.</li> <li>Develop an understanding of personal relationships and interpretations to music and how they affect performance.</li> <li>Develop, preserve, evaluate, refine, and share personally developed melodic and/or rhythmic motives</li> </ul>	<ul> <li>Lessons</li> <li>Practice vocal warm-up techniques exploring dynamics, tempo, expressive qualities, and resonance.</li> <li>Continue matching pitch if needed.</li> <li>Continue sight singing training using Sight Reading Factory. Introduce sight singing 2 part harmony.</li> <li>Continue analyzing performances of peers and professionals to understand feedback and learn how to apply it to personal and group performances.</li> <li>Continue looking into the history of music, in terms of the song choices, and understand how the history of music has evolved.</li> <li>Connect to the music through class discussions and personal experiences.</li> <li>Using teacher-provided criteria, students will create a song together to gain a better understanding of standard notation and rhythmic notation.</li> </ul>	AssessmentsSpring ConcertMatch PitchSRF exercisesPeer PerformanceAnalysisParticipationDaily teacherfeedback onperformance
	MU:Cr2.1.E.5a MU:Cr2.1.E.5b MU:Cr3.1.E.5a	<ul> <li>relationships and interpretations to music and how they affect performance.</li> <li>Develop, preserve, evaluate, refine, and share personally developed melodic</li> </ul>	<ul> <li>Using teacher-provided criteria, students will create a song together to gain a better understanding of</li> </ul>	