

High School Music Survey, Elements and Skills - Section 1

Week	Scope and Sequence
	<p>CCS Adopted Music Survey Materials Include:</p> <ol style="list-style-type: none"> 1. "Music, It' Role and Importance In Our Lives" 2. "Essentials of Music Theory" <p>Teachers are encouraged to seek, explore and include supplemental materials that will coincide with and compliment this Scope and Sequence.</p>
1	<p>I. Introduction To Music Survey</p> <ol style="list-style-type: none"> A. Valuing Music In Our Culture and In Others: Class Discussion <ol style="list-style-type: none"> 1. Students understand why people value music 2. Students demonstrate respect for diverse opinions regarding music preferences B. Music In Our Lives <ol style="list-style-type: none"> 1. Compare and contrast several cultures' works with familiar styles 2. Compare and contrast function, roles, and conditions in making music 3. How Do We Make Music? (e.g. process, procedures)
2	<p>I. Pre-Assessment of Musical Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Review reading Rhythm and Meter (note duration) 2. Review Grand Staff and Pitch Notation 3. Review Basic Expression Marks (symbols and terminology)
3	<p>I. Reading and Notating Music</p> <ol style="list-style-type: none"> 1. Read, notate and perform pitch and rhythm patterns in varied time signatures including 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve.
4	<p>I. Performing, Alone and With Others</p> <ol style="list-style-type: none"> A. Performing <ol style="list-style-type: none"> 1. Review of posture, breath control and phonation 2. Singing alone 3. Singing music in 2-4 parts (rounds/part-songs) 4. Performs a major and a minor scale on an instrument (e.g., piano, recorder, guitar, etc...)

High School Music Survey, Elements and Skills - Section 1

5	<p>I. Listening, Performing and Evaluating</p> <p>A. Listening</p> <ol style="list-style-type: none">1. Compare and describe use of tension and release in several music selections (melodic contour and phrasing) <p>B. Performance</p> <ol style="list-style-type: none">1. Perform 2-3 rhythms with body percussion or on a percussion instrument. <p>C. Evaluation</p> <ol style="list-style-type: none">1. Experience and evaluate a variety of music performances and activities2. Define and support aesthetic values as they apply to music experiences
6	<p>I. Listening, Performing and Evaluating</p> <p>A. Listening</p> <ol style="list-style-type: none">1. Listening to a variety of vocal music performances focusing on elements of musical expression <p>B. Singing Independently and With Others Utilizing Musical Expression</p> <p>C. Evaluation</p> <ol style="list-style-type: none">1. Experience and evaluate a variety of music performances and activities2. Define and support aesthetic values as they apply to music experiences
7	<p>I. Listening, Performing and Evaluating</p> <p>A. Listening</p> <ol style="list-style-type: none">1. Listening to a variety of percussion performances focusing on instrumentation and rhythm patterns <p>B. Composing</p> <ol style="list-style-type: none">1. Compose and perform 12- measure rhythm patterns2. Practice audience etiquette during performances <p>C. Evaluation</p> <ol style="list-style-type: none">1. Experience and evaluate a variety of music performances and activities2. Define and support aesthetic values as they apply to music experiences

High School Music Survey, Elements and Skills - Section 1

8	<p>I. Reading and Notating Music</p> <ul style="list-style-type: none">A. Reading<ul style="list-style-type: none">1. Read an excerpt of a percussion scoreB. Notating<ul style="list-style-type: none">1. Rhythmic dictation of a four-measure excerptC. Review Reading Note Names in Treble and Bass ClefD. Review Theoretical Concepts From Weeks 1-8
9	<p>I. Review and Assessment</p> <ul style="list-style-type: none">A. Review Music Theory Concepts From Weeks 1-8B. Assessment<ul style="list-style-type: none">1. Written and Aural

