

DRAFT



PENINSULA SCHOOL DISTRICT

Music Curriculum

Grades 6-12

MATRIX

**PENINSULA SCHOOL DISTRICT
Music Curriculum Grades 6-12
MATRIX**

Draft



1. The student understands and applies arts knowledge and skills (Essential Academic Learning Requirement)

| (EALR) | A Peninsula 5 th grade student will: (from the Frameworks) | A Peninsula 6 th grade student will: (from the Frameworks) | A Peninsula 8 th grade student will: (from the Frameworks) | A Peninsula 10 th grade student will: (from the Frameworks) | A Peninsula 12 th grade student will: (from the Frameworks) |
|---|---|---|--|--|---|
| 1.1.1 Understand arts concepts and vocabulary | | | | | |
| <u>Elements</u> <i>pitch</i> <i>rhythm</i> <i>expression (dynamics, style, tempo, phrasing)</i> <i>timbre</i> | Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts | <ul style="list-style-type: none"> Identify the following registers: soprano, alto, tenor, bass (timbre) | Benchmark 2 Explain and apply the concepts of visual art dance, theatre, and music using arts vocabulary <ul style="list-style-type: none"> Read, write, and create using dotted rhythms (rhythm) Understand and use tempo markings (i.e., largo, andante, allegro, presto, ritardando, accelerando) (expression) Identify and perform syncopated rhythms (rhythm) | Benchmark 3 Analyze and interpret works of visual art, dance, theatre, and music using arts concepts and vocabulary <ul style="list-style-type: none"> Demonstrate comprehension of rhythms in duple/triple meter (rhythm) | <ul style="list-style-type: none"> Demonstrate comprehension of simple/compound meter (rhythm) |

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| 1.1.2 Understand arts concepts and vocabulary | | | | | |
| <u>Principles of Organization</u> <i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i> | Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts <ul style="list-style-type: none"> Identify and use the following musical notation: sharp, flat, tie (notation) Identify and perform simple musical forms (i.e., theme & variation) Aurally discriminate between major and minor | <ul style="list-style-type: none"> Write and identify notes in the clef appropriate to your voice or instrument Understand that melodies can be accompanied by chordal progressions (harmony) | Benchmark 2 Explain and apply the concepts of visual art, dance, theatre, and music using arts vocabulary <ul style="list-style-type: none"> Recognize and interpret musical symbols and notation appropriate to music rehearsed and performed (notation) Recognize and interpret key signatures (notation) Explain the circle of fifths Visually and aurally recognize and explain the form of music rehearsed and performed (form) Understand that melodies can be accompanied by chordal progressions (harmony) | Benchmark 3 Analyze and interpret works of visual art, dance, theatre, and music using arts concepts and vocabulary <ul style="list-style-type: none"> Recognize and interpret standard musical symbols and notation appropriate to music rehearsed and performed (notation) Visually and aurally recognize and explain the form of music rehearsed and performed (form) Identify textures in a musical composition (harmony) Maintain an independent musical line within an ensemble (harmony) | <ul style="list-style-type: none"> Visually and aurally recognize and explain advanced musical forms (i.e., sonata-allegro, fugue) (form) Analyze and describe textures within a musical composition (harmony) Visually and aurally identify intervals and chords (e.g., major, minor, perfect) (harmony) |

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| 1.2 Develop arts skills and techniques | | | | | |
| | <p>Benchmark 1 Identify and use basic arts skills and techniques</p> <ul style="list-style-type: none"> • Sing in tune using proper posture, diction, breathing, and expression • Perform melodic and harmonic lines within an ensemble | <ul style="list-style-type: none"> • Demonstrate listening skills by correcting personal tone and volume • Improvise a melodic phrase | <p>Benchmark 2 Develop arts skills and techniques</p> <ul style="list-style-type: none"> • Play and/or sing using characteristic tonal production (i.e., resonance, vowel placement) • Understand and apply expressive elements in music rehearsed and performed • Demonstrate reading and listening skills by correcting personal errors in pitch and rhythm • Perform music of varying styles and genres • Perform individually or in a small ensemble | <p>Benchmark 3 Refine and extend arts skills and techniques</p> <ul style="list-style-type: none"> • Understand and apply expressive elements in music rehearsed and performed • Perform music of varying styles, genres, and historical periods • Analyze and interpret stylistic differences in selected musical genres | <ul style="list-style-type: none"> • Refine tonal production to create a mature, characteristic sound • Independently analyze and interpret music rehearsed and performed (i.e., stylistically and expressively) • Exhibit achievement in area of choice (i.e., recital, composition, conducting, research, technology) • Demonstrate informed, independent musical decision-making |

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| 1.3 Understand and apply arts styles from various artists, cultures, and times | | | | | |
| | Benchmark 1 Identify specific attributes of art works of various artists, cultures, and times using arts vocabulary | <ul style="list-style-type: none"> Identify techniques from various artists, cultures, and/or times | Benchmark 2 Apply techniques from various artists, cultures, and/or times | Benchmark 3 Transfer understandings from one artistic style to a larger group of artworks | <ul style="list-style-type: none"> Apply knowledge of artistic styles and cultural traditions to make informed choices for an arts presentation |
| 1.4 Apply audience skills in a variety of arts settings and performances | | | | | |
| | Benchmark 1 Identify specific attributes of art works of various artists, cultures, and times using arts vocabulary | <ul style="list-style-type: none"> Identify how the audience and artist/performer interact | Benchmark 2 Understand and demonstrate the relationship and interactive responsibilities of the artist/performer and audience | Benchmark 3 Articulate how audience conventions and responsibilities differ according to style and culture | <ul style="list-style-type: none"> Analyze how style, culture, and history have influenced audience conventions |

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2. The student demonstrates thinking skills using artistic processes (Essential Academic Learning Requirement)

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| 2.1 Apply a creative process in the arts | | | | | |
| <ul style="list-style-type: none"> • Conceptualize the context or purpose • Gather information from diverse sources • Develop ideas and techniques • Organize arts elements, forms, and/or principles into a creative work • Reflect for the purpose of elaboration and self evaluation • Refine work based on feedback • Present work to others | <p>Benchmark 1 Develop work using a creative process with instructor</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary skills, and techniques through a creative process | <ul style="list-style-type: none"> • Apply previously learned concepts, vocabulary, skills, and techniques through a creative process | <p>Benchmark 2 Develop work using a creative process with instructor assistance</p> <ul style="list-style-type: none"> • Apply previously learned concepts, vocabulary, skills, and techniques through a creative process | <p>Benchmark 3 Develop work using a creative process independently</p> <ul style="list-style-type: none"> • Apply previously learned concepts, vocabulary, skills, and techniques through a creative process | <ul style="list-style-type: none"> • Apply previously learned concepts, vocabulary, skills, and techniques through a creative process |

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| 2.2 Apply a performance process in the arts | | | | | |
| <ul style="list-style-type: none"> • Identify audience and purpose • Select artistic work (repertoire) to perform • Analyze the structure and background of work • Interpret by developing a personal approach to work • Rehearse, adjust, and refine through evaluation and problem solving • Present work for others • Reflect and evaluate | <p>Benchmark 1 Develop work using a performance process with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process | <ul style="list-style-type: none"> • Apply previously learned concepts, vocabulary, skills, and techniques through a performance process | <p>Benchmark 2 Develop work using a performance process with instructor assistance</p> <ul style="list-style-type: none"> • Apply previously learned concepts, vocabulary, skills, and techniques through a performance process | <p>Benchmark 3 Develop work using a creative process independently</p> <ul style="list-style-type: none"> • Apply previously learned concepts, vocabulary, skills, and techniques through a performance process | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process |

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| 2.3 Apply a responding process to an arts presentation | | | | | |
| Benchmark 1 Apply a responding process to an arts presentation with instructor direction <ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria | <ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria | <ul style="list-style-type: none"> • Apply previously learned concepts, vocabulary, skills, and techniques through a responding process | Benchmark 2 Apply a responding process to an arts presentation with instructor assistance <ul style="list-style-type: none"> • Apply previously learned concepts, vocabulary, skills, and techniques through a responding process | Benchmark 3 Apply a responding process to an arts presentation independently <ul style="list-style-type: none"> • Apply previously learned concepts, vocabulary, skills, and techniques through a responding process | <ul style="list-style-type: none"> • Apply previously learned concepts, vocabulary, skills, and techniques through a responding process |

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3. The student communicates through the arts (Essential Academic Learning Requirement)

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| 3.1 Use the arts to express and present ideas and feelings | | | | | |
| | Benchmark 1 Express ideas and feelings through the arts | <ul style="list-style-type: none"> Identify use and misuse (plagiarism) of pre-existing artistic works to communicate | Benchmark 2 Express ideas and feelings through the arts in a variety of styles <ul style="list-style-type: none"> Describe use and misuse of pre-existing artistic works to communicate | Benchmark 3 Express ideas and feelings through the arts in a variety of forms and styles <ul style="list-style-type: none"> Articulate and justify the use of pre-existing artistic works to communicate | <ul style="list-style-type: none"> Express ideas and feelings through the arts, synthesizing forms and styles |
| 3.2 Use the arts to communicate for a specific purpose | | | | | |
| | Benchmark 1 Create and/or perform an artwork to communicate for a given purpose with instructor direction | <ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., to record history, persuade) | Benchmark 2 Create and/or perform an artwork to communicate for a selected purpose with instructor assistance | Benchmark 3 Analyze how the deliberate use of artistic elements communicate for a specific purpose | <ul style="list-style-type: none"> Support and defend the artistic elements chosen to communicate for a specific purpose |
| 3.3 Develop personal aesthetic criteria to communicate artistic choices | | | | | |
| | Benchmark 1 Explain how personal aesthetic criteria is reflected in artwork | <ul style="list-style-type: none"> Describe how aesthetic choices are influenced by historical context | Benchmark 2 Explain how aesthetic choices are influenced by culture and history | Benchmark 3 Analyze how cultural and historical perspectives influence personal aesthetic criteria | <ul style="list-style-type: none"> Analyze personal aesthetic development |

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**4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work
(Essential Academic Learning Requirement)**

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| 4.1 Demonstrate and analyze the connections among the arts disciplines | | | | | |
| | Benchmark 1 Describe skills, concepts and vocabulary common among arts disciplines | <ul style="list-style-type: none"> Describe arts processes that are unique to each arts discipline | Benchmark 2 Compare and contrast attributes of personal art work with other arts disciplines | Benchmark 3 Analyze an arts presentation that integrates two or more arts disciplines | <ul style="list-style-type: none"> Create an arts presentation integrating two or more arts disciplines |
| 4.2 Demonstrate and analyze the connections between the arts and other content areas | | | | | |
| | Benchmark 1 Identify skills, concepts, and vocabulary common to the arts and other content areas | <ul style="list-style-type: none"> Demonstrate that arts concepts occur in other content areas | Benchmark 2 Explain relationships between the arts and other content areas | Benchmark 3 Integrate and adapt skills within the arts and other content areas | <ul style="list-style-type: none"> Create an arts presentation integrating the arts with another content area |
| 4.3 Understand how the arts impact lifelong choices | | | | | |
| | Benchmark 1 Analyze how the arts impact personal and community choices | <ul style="list-style-type: none"> Analyze how the arts impact peer group choices | Benchmark 2 Analyze how the arts impact choices in natural and constructed environments | Benchmark 3 Analyze how the arts impact economic choices | <ul style="list-style-type: none"> Project and plan how the arts impact personal future choices |

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| 4.4 Understand that the arts shape and reflect culture and history | | | | | |
| | Benchmark 1 Identify specific attributes of artworks that reflect culture | <ul style="list-style-type: none"> Identify specific attributes of artworks that reflect culture and history | Benchmark 2 Compare and contrast specific attributes of artwork that reflect culture and history | Benchmark 3 Identify specific attributes of artworks that shape culture and history | <ul style="list-style-type: none"> Apply knowledge of how the arts shape and reflect culture and history throughout time |
| 4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work | | | | | |
| | Benchmark 1 Describe career roles in the arts <ul style="list-style-type: none"> Demonstrate arts skills used in the world of work | <ul style="list-style-type: none"> Identify job specific skills for arts careers Demonstrate collaborative skills | Benchmark 2 Describe work habits and skills needed for careers in the arts <ul style="list-style-type: none"> Explain how art skills and knowledge are used in the world of work | Benchmark 3 Assume roles of arts careers and practice appropriate work habits and skills <ul style="list-style-type: none"> Analyze and interpret how arts skills and knowledge influence the world of work | <ul style="list-style-type: none"> Research arts careers (e.g., job shadowing, apprenticeships and mentorships) Apply arts skills and knowledge used in the world of work |