

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	FA
Course ID	D-ART-020BV2-K	Grade Level	9-12
Course Name	Summit Music Appreciation - Semester 2	# of Credits	0.5
SCED Code	05118G0.5022	Curriculum Type	K12 Inc

### COURSE DESCRIPTION

*This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.*

*To comply with certain state standards for the arts, a student "performance practicum" is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students' teachers for approval, and validate their children's regular participation in the chosen performance practicum.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
FPA11.1.M.1	Students refine musicianship through individual practice, rehearsal, revision and performance.
FPA11.1.M.2	Students perform independently and with others a varied repertoire of music, refining musicianship and technical accuracy.
FPA11.1.M.3	Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality, and discuss their musical choices.
FPA11.1.M.4	Students compose and arrange music within specified guidelines, demonstrating creativity in using the elements of music for expressive effect.
FPA11.1.M.5	Students demonstrate musical literacy through reading, sightreading and notating music.
FPA11.2.M.1	Students analyze compositional devices and techniques used in a musical work and give examples of other works that make similar uses of these devices and techniques.

FPA11.2.M.2	Students respond to aural examples by evaluating musical elements and expressive devices of a varied repertoire of music.
FPA11.2.M.3	Students apply criteria in evaluating their own and others' performances, compositions, arrangements, or improvisations by comparing and contrasting them to similar or exemplary models.
FPA11.2.M.4	Students form and defend their preferences for musicians, musical works and genres.
FPA11.3.M.1	Students classify, by genre or style and by historical period or culture, unfamiliar music and explain the reasoning behind their classifications.
FPA11.3.M.2	Students listen to a varied repertoire of music, emphasizing American music, and analyze the characteristics that cause a work to be considered historically or culturally significant.
FPA11.3.M.3	Students evaluate the various purposes of music, select music for a specific purpose, and defend their choice.
FPA11.4.M.1	Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings.
FPA11.4.M.2	Students examine the creative and analytical processes of music in relationship to other disciplines.
FPA11.4.M.3	Students identify how musical skills and dispositions are applied to careers, cultural and recreational opportunities.
FPA11.4.M.4	Students analyze the economics of music including the role of management, patrons, philanthropy and advocacy.

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: Jazz FPA11.1.M01: Music Logs	FPA.11.1.M.1-5	Apply music concepts to personal experiences in music.  Present knowledge of music in a creative format.  Identify and describe music examples.  Evaluate music and musical performances using appropriate terminology.  Perform a varied repertoire of music (Practice Logs only).
Jazz: 1860–1950, Part 1	0	Explain the connections between the history of jazz and the history of America.
Unit 1: Jazz Jazz: 1860–1950, Part 2	0	Describe the evolution of jazz music styles from hard bop to contemporary jazz.  Identify pioneers of the jazz movements from hard bop to contemporary jazz.

		<p>Create a timeline outlining important events in modern jazz history beginning with 1950.</p> <p>Apply music concepts to personal experiences in music.</p>
Unit 1: Jazz Modern Jazz: 1950–Present, Part 1	0	Explain the relationship of modern jazz to the history and culture of the times.
Unit 1: Jazz Modern Jazz: 1950–Present, Part 2	0	Identify and describe music examples.
Unit 1: Jazz Listening: Before or After Cool?	FPA.11.4.M.1-4	<p>Identify the members of a jazz rhythm section.</p> <p>Identify the role of each member of a jazz rhythm section.</p> <p>Define improvisation as it relates to jazz music.</p> <p>Describe the three main types of improvisation: rhythmic, melodic, and harmonic.</p> <p>Lesson 7: Improvisation, Part 2</p>
Unit 1: Jazz Improvisation, Part 1	0	<p>Describe scat singing.</p> <p>Identify important female and male jazz singers.</p>
Unit 1: Jazz Improvisation, Part 2	0	Participate in a threaded discussion.
Unit 1: Jazz Discuss: Styles and Preferences Musical Theater, Film, and TV, Part 1	FPA.11.4.M.1-4	<p>Describe the emergence and importance of Tin Pan Alley.</p> <p>Identify important Tin Pan Alley songwriters.</p> <p>Explain the purpose of copyright organizations and royalties.</p> <p>Apply music concepts to personal experiences in music.</p>
Unit 1: Jazz Musical Theater, Film, and TV, Part 2	0	<p>Identify components of a musical.</p> <p>Identify important composers in American musical theater.</p>
Unit 1: Jazz Musical Theater, Film, and TV, Part 3	0	<p>Describe a film soundtrack.</p> <p>Explain the ways that music can be used in television.</p>
Unit 1: Jazz Listening: Evaluating Music	FPA11.2.M1-4, FPA11.3.M1-3	Evaluate music and musical performances using appropriate terminology.0
Unit 1: Jazz Your Choice	0	0
Unit 1: Jazz Unit Review	0	0

<p style="text-align: center;">Unit 1: Jazz Unit Test, Part 1</p>	<p style="text-align: center;">Standards identified are part of lessons within the unit, not solely the unit assessment. FPA11.2.M1- 4,FPA11.3.M1-3, FPA11.4.M.1-4</p>	<p>Jazz Unit assessment will test student’s ability to: Create a timeline outlining important events in early jazz music history.</p> <p>Describe how blues music influenced jazz music.</p> <p>Describe the evolution of jazz music styles from ragtime to bebop.</p> <p>Identify important jazz musicians in early jazz music styles.</p> <p>Explain the connections between the history of jazz and the history of America. Explain the connections between the history of jazz and the history of America.</p> <p>Describe the evolution of jazz music styles from hard bop to contemporary jazz.</p> <p>Identify pioneers of the jazz movements from hard bop to contemporary jazz.</p> <p>Create a timeline outlining important events in modern jazz history beginning with 1950.</p> <p>Apply music concepts to personal experiences in music. Explain the relationship of modern jazz to the history and culture of the times.</p> <p>Identify the members of a jazz rhythm section.</p> <p>Identify the role of each member of a jazz rhythm section.</p> <p>Define improvisation as it relates to jazz music.</p> <p>Describe the three main types of improvisation: rhythmic, melodic, and harmonic.</p> <p>Describe scat singing.</p> <p>Identify important female and male jazz singers.</p> <p>Describe the emergence and importance of Tin Pan Alley.</p> <p>Identify important Tin Pan Alley songwriters.</p> <p>Explain the purpose of copyright organizations and royalties.</p>
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		<p>Apply music concepts to personal experiences in music.</p> <p>Identify components of a musical.</p> <p>Identify important composers in American musical theater.</p> <p>Describe a film soundtrack.</p> <p>Explain the ways that music can be used in television.</p>
<p>Unit 1: Jazz Unit Test, Part 2</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA11.1.M1-5, FPA11.2.M1-4, FPA11.3.M1-3, FPA11.4.M.1-4</p>	<p>Jazz Unit assessment will test student’s ability to: Create a timeline outlining important events in early jazz music history.</p> <p>Describe how blues music influenced jazz music.</p> <p>Describe the evolution of jazz music styles from ragtime to bebop.</p> <p>Identify important jazz musicians in early jazz music styles.</p> <p>Explain the connections between the history of jazz and the history of America.</p> <p>Explain the connections between the history of jazz and the history of America.</p> <p>Describe the evolution of jazz music styles from hard bop to contemporary jazz.</p> <p>Identify pioneers of the jazz movements from hard bop to contemporary jazz.</p> <p>Create a timeline outlining important events in modern jazz history beginning with 1950.</p> <p>Apply music concepts to personal experiences in music. Explain the relationship of modern jazz to the history and culture of the times.</p> <p>Identify the members of a jazz rhythm section.</p> <p>Identify the role of each member of a jazz rhythm section.</p> <p>Define improvisation as it relates to jazz music.</p> <p>Describe the three main types of improvisation: rhythmic, melodic, and harmonic.</p>

		<p>Describe scat singing.</p> <p>Identify important female and male jazz singers.</p> <p>Describe the emergence and importance of Tin Pan Alley.</p> <p>Identify important Tin Pan Alley songwriters.</p> <p>Explain the purpose of copyright organizations and royalties.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Identify components of a musical.</p> <p>Identify important composers in American musical theater.</p> <p>Describe a film soundtrack.</p> <p>Explain the ways that music can be used in television.</p>
<p>Unit 2: Blues, Gospel, Soul, and Motown Music Music Logs</p>	<p>FPA.11.1.M.1-5</p>	<p>Apply music concepts to personal experiences in music.</p> <p>Present knowledge of music in a creative format.</p> <p>Identify and describe music examples.</p> <p>Evaluate music and musical performances using appropriate terminology.</p> <p>Perform a varied repertoire of music (Practice Logs only).</p>
<p>Unit 2: Blues, Gospel, Soul, and Motown Music Blues Music, Part 1</p>	<p>0</p>	<p>Compare the characteristics of blues music to other styles of music.</p> <p>Describe the influences that helped inspire blues music.</p> <p>Describe the twelve-bar blues harmonic pattern.</p> <p>Identify important blues artists and songs.</p> <p>Describe the major social events that influenced the development of the blues.</p> <p>Compare and contrast call and response in the blues tradition with other music traditions.</p>
<p>Unit 2: Blues, Gospel, Soul, and Motown Music Blues Music, Part 2</p>	<p>0</p>	<p>Describe the influences that helped inspire blues music.</p> <p>Identify important blues artists and songs.</p>

		Describe the major social events that influenced the development of the blues.
Unit 2: Blues, Gospel, Soul, and Motown Music Use Your Knowledge: Writing the Blues	0	<p>Compare and contrast the characteristics of gospel music to other styles of music.</p> <p>Identify the influences that helped inspire gospel music.</p> <p>Describe the African influence in gospel music.</p> <p>Identify and describe social conditions that influenced the development of gospel music.</p> <p>Recognize and describe important artists in gospel music.</p>
Unit 2: Blues, Gospel, Soul, and Motown Music Gospel Music, Part 1	0	<p>Compare and contrast the characteristics of gospel music to other styles of music.</p> <p>Identify the influences that helped inspire gospel music.</p> <p>Describe the African influence in gospel music.</p> <p>Identify and describe social conditions that influenced the development of gospel music.</p> <p>Recognize and describe important artists in gospel music.</p>
Unit 2: Blues, Gospel, Soul, and Motown Music Gospel Music, Part 2	0	<p>Compare and contrast the characteristics of gospel music to other styles of music.</p> <p>Identify the influences that helped inspire gospel music.</p> <p>Describe the African influence in gospel music.</p> <p>Identify and describe social conditions that influenced the development of gospel music.</p> <p>Recognize and describe important artists in gospel music.</p>
Unit 2: Blues, Gospel, Soul, and Motown Music Soul Music, Part 1	0	<p>Compare the characteristics of soul music to other styles of music.</p> <p>Describe the influences that helped inspire soul music.</p> <p>Identify important soul musicians.</p> <p>Explain the social influences that impacted the evolution of soul music.</p> <p>Apply music concepts to personal experiences in music.</p>
Unit 2: Blues, Gospel, Soul, and Motown Music Soul Music, Part 2	0	<p>Describe the influences that helped inspire soul music.</p> <p>Identify important soul musicians.</p>

		Explain the social influences that impacted the evolution of soul music.
Unit 2: Blues, Gospel, Soul, and Motown Music Discuss: Experiencing Music Motown Music, Part 1	FPA.11.4.M.1-4	Describe the influences that helped inspire Motown music.  Describe the unique strategies employed to control the Motown sound and artist image.  Compare the characteristics of Motown music to other styles of music.  Identify the founder of Motown music and outline his formula for creating Motown music.  Identify the session musician’s role and the importance of sound in Motown.  Identify important Motown musicians.  Apply music concepts to personal experiences in music.
Unit 2: Blues, Gospel, Soul, and Motown Music Motown Music, Part 2	FPA11.1.M1, FPA11.1.M2, FPA11.1.M3, FPA11.1.M4, FPA11.1.M5, FPA11.2.M1, FPA11.2.M2, FPA11.2.M3, FPA11.2.M4	Describe the influences that helped inspire Motown music.  Describe the unique strategies employed to control the Motown sound and artist image.  Identify the founder of Motown music and outline his formula for creating Motown music.
Unit 2: Blues, Gospel, Soul, and Motown Music Listening: Designing Criteria to Evaluate Music	FPA11.2.M1-4, FPA11.3.M1-3	Identify and describe music examples.
Unit 2: Blues, Gospel, Soul and Motown Music Your Choice	0	0
Unit 2: Blues, Gospel, Soul, and Motown Music Unit Review	0	0
Unit 2: Blues, Gospel, Soul, and Motown Music Unit Test, Part 1	Standards identified are part of lessons within the unit, not solely the unit assessment. FPA11.2.M1-4,FPA11.3.M1-3, FPA11.4.M.1-4	Blues, Gospel, Soul, and Motown Music Unit assessment will test student’s ability to: Compare the characteristics of blues music to other styles of music.  Describe the influences that helped inspire blues music.  Describe the twelve-bar blues harmonic pattern.  Identify important blues artists and songs.

		<p>Describe the major social events that influenced the development of the blues.</p> <p>Compare and contrast call and response in the blues tradition with other music traditions.</p> <p>Describe the influences that helped inspire blues music.</p> <p>Identify important blues artists and songs.</p> <p>Describe the major social events that influenced the development of the blues.</p> <p>Compare and contrast the characteristics of gospel music to other styles of music.</p> <p>Identify the influences that helped inspire gospel music.</p> <p>Describe the African influence in gospel music.</p> <p>Identify and describe social conditions that influenced the development of gospel music.</p> <p>Recognize and describe important artists in gospel music.</p> <p>Compare and contrast the characteristics of gospel music to other styles of music.</p> <p>Identify the influences that helped inspire gospel music.</p> <p>Describe the African influence in gospel music.</p> <p>Identify and describe social conditions that influenced the development of gospel music.</p> <p>Recognize and describe important artists in gospel music.</p> <p>Compare the characteristics of soul music to other styles of music.</p> <p>Describe the influences that helped inspire soul music.</p> <p>Identify important soul musicians.</p> <p>Explain the social influences that impacted the evolution of soul music.</p>
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		<p>Apply music concepts to personal experiences in music.</p> <p>Describe the influences that helped inspire soul music.</p> <p>Identify important soul musicians.</p> <p>Explain the social influences that impacted the evolution of soul music.</p> <p>Describe the influences that helped inspire Motown music.</p> <p>Describe the unique strategies employed to control the Motown sound and artist image.</p> <p>Identify the founder of Motown music and outline his formula for creating Motown music.</p>
<p>Unit 2: Blues, Gospel, Soul, and Motown Music Unit Test, Part 2</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA11.1.M1-5, FPA11.2.M1-4, FPA11.3.M1-3, FPA11.4.M.1-4</p>	<p>Blues, Gospel, Soul, and Motown Music Unit assessment will test student's ability to:</p> <p>Compare the characteristics of blues music to other styles of music.</p> <p>Describe the influences that helped inspire blues music.</p> <p>Describe the twelve-bar blues harmonic pattern.</p> <p>Identify important blues artists and songs.</p> <p>Describe the major social events that influenced the development of the blues.</p> <p>Compare and contrast call and response in the blues tradition with other music traditions.</p> <p>Describe the influences that helped inspire blues music.</p> <p>Identify important blues artists and songs.</p> <p>Describe the major social events that influenced the development of the blues.</p> <p>Compare and contrast the characteristics of gospel music to other styles of music.</p> <p>Identify the influences that helped inspire gospel music.</p>

		<p>Describe the African influence in gospel music.</p> <p>Identify and describe social conditions that influenced the development of gospel music.</p> <p>Recognize and describe important artists in gospel music.</p> <p>Compare and contrast the characteristics of gospel music to other styles of music.</p> <p>Identify the influences that helped inspire gospel music.</p> <p>Describe the African influence in gospel music.</p> <p>Identify and describe social conditions that influenced the development of gospel music.</p> <p>Recognize and describe important artists in gospel music.</p> <p>Compare the characteristics of soul music to other styles of music.</p> <p>Describe the influences that helped inspire soul music.</p> <p>Identify important soul musicians.</p> <p>Explain the social influences that impacted the evolution of soul music.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Describe the influences that helped inspire soul music.</p> <p>Identify important soul musicians.</p> <p>Explain the social influences that impacted the evolution of soul music.</p> <p>Describe the influences that helped inspire Motown music.</p> <p>Describe the unique strategies employed to control the Motown sound and artist image.</p>
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		Identify the founder of Motown music and outline his formula for creating Motown music.
Unit 3: Folk, Bluegrass, and Country Music Music Logs	FPA.11.1.M.1-5	Apply music concepts to personal experiences in music.  Present knowledge of music in a creative format.  Identify and describe music examples.  Evaluate music and musical performances using appropriate terminology.  Perform a varied repertoire of music (Practice Logs only).
Shared Heritage, Part 1	0	Describe how bluegrass, country, and folk music grew out of traditional music.  Describe the history and culture that surround the creation and performance of bluegrass, country, and folk music.
Unit 3: Folk, Bluegrass, and Country Music Shared Heritage, Part 2	0	Describe how bluegrass, country, and folk music grew out of traditional music.  Describe the history and culture that surround the creation and performance of bluegrass, country, and folk music.
Unit 3: Folk, Bluegrass, and Country Music Shared Heritage, Part 3	0	Describe the four primary musical instruments used in performing bluegrass, country, and folk music.
Unit 3: Folk, Bluegrass, and Country Music Folk Music, Part 1	0	Describe the structure of most folk songs.  Trace the development and historical significance of folk music in the United States from the early nineteenth century through the 1930s.  Describe music features common to most folk songs.  Explain the historical and social context of the folk music revival in the United States.  Describe folk rock.  Identify important musicians in the second folk music boom.
Unit 3: Folk, Bluegrass, and Country Music Folk Music, Part 2	0	Trace the development and historical significance of folk music in the United States from the early nineteenth century through the 1930s.  Explain the historical and social context of the folk music revival in the United States.  Explain the importance of protest music.  Identify important musicians in the second folk music boom.

Unit 3: Folk, Bluegrass, and Country Music Use Your Knowledge: The Art of a Ballad		0	Analyze a ballad and demonstrate comprehension	
Unit 3: Folk, Bluegrass, and Country Music Bluegrass Music, Part 1		0	Analyze examples of bluegrass music.  Identify and distinguish bluegrass music from folk and country music.  Identify instruments commonly used in bluegrass music.  Describe the development of bluegrass music.	
Unit 3: Folk, Bluegrass, and Country Music Bluegrass Music, Part 2		0	Identify important bands and performers in bluegrass music.  Describe the development of bluegrass music.  Identify instruments commonly used in bluegrass music.  Identify important bands and performers in bluegrass music.	
Unit 3: Folk, Bluegrass and Country Music Discuss: Music as Storyteller Country Music, Part 1	FPA.11.4.M.1-4		Apply music concepts to personal experiences in music.  Identify and describe important instruments in country music.  Explain the importance of songs to country music.  Analyze country music songs.  Describe how country music balances traditional ideas and modern ideas.	
Unit 3: Folk, Bluegrass, and Country Music Country Music, Part 2		0	Outline the relationship of country music to history and culture.  Apply music concepts to personal experiences in music.	
Unit 3: Folk, Bluegrass, and Country Music Country Music, Part 3		0	Describe how country music balances traditional ideas and modern ideas.  Outline the relationship of country music to history and culture.	
Unit 3: Folk, Bluegrass, and Country Music Listening: Identifying Folk, Bluegrass, and Country Music	FPA11.2.M1-4, FPA11.3.M1-3		Identify and describe music examples.  Evaluate music and musical performances using appropriate terminology.	
Unit 3: Folk, Bluegrass, and Country Music Your Choice		0		0
Unit 3: Folk, Bluegrass, and Country Music Unit Review		0		0

<p>Unit 3: Folk, Bluegrass, and Country Music Unit Test, Part 1</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA11.2.M1-4, FPA11.3.M1-3, FPA11.4.M.1-4</p>	<p>Folk, Bluegrass, and Country Music Unit assessment will test student’s ability to: Describe how bluegrass, country, and folk music grew out of traditional music.</p> <p>Describe the history and culture that surround the creation and performance of bluegrass, country, and folk music. Describe the four primary musical instruments used in performing bluegrass, country, and folk music.</p> <p>Describe the structure of most folk songs.</p> <p>Trace the development and historical significance of folk music in the Unites States from the early nineteenth century through the 1930s.</p> <p>Describe music features common to most folk songs.</p> <p>Explain the historical and social context of the folk music revival in the United States.</p> <p>Describe folk rock.</p> <p>Identify important musicians in the second folk music boom.</p> <p>Trace the development and historical significance of folk music in the Unites States from the early nineteenth century through the 1930s.</p> <p>Explain the historical and social context of the folk music revival in the United States.</p> <p>Explain the importance of protest music.</p> <p>Identify important musicians in the second folk music boom.</p> <p>Analyze examples of bluegrass music.</p> <p>Identify and distinguish bluegrass music from folk and country music.</p> <p>Identify instruments commonly used in bluegrass music.</p> <p>Describe the development of bluegrass music.</p> <p>Identify important bands and performers in bluegrass music.</p>
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		<p>Describe the development of bluegrass music.</p> <p>Identify instruments commonly used in bluegrass music.</p> <p>Identify important bands and performers in bluegrass music.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Identify and describe important instruments in country music.</p> <p>Explain the importance of songs to country music.</p> <p>Analyze country music songs.</p> <p>Describe how country music balances traditional ideas and modern ideas.</p> <p>Outline the relationship of country music to history and culture.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Describe how country music balances traditional ideas and modern ideas.</p> <p>Outline the relationship of country music to history and culture.</p> <p>Identify and describe music examples.</p> <p>Evaluate music and musical performances using appropriate terminology.</p>
<p>Unit 3: Folk, Bluegrass, and Country Music 18: Unit Test, Part 2</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA11.1.M1-5, FPA11.2.M1-4, FPA11.3.M1-3, FPA11.4.M.1-4</p>	<p>Folk, Bluegrass, and Country Music Unit assessment will test student’s ability to:</p> <p>Describe how bluegrass, country, and folk music grew out of traditional music.</p> <p>Describe the history and culture that surround the creation and performance of bluegrass, country, and folk music.</p> <p>Describe the four primary musical instruments used in performing bluegrass, country, and folk music.</p> <p>Describe the structure of most folk songs.</p>

		<p>Trace the development and historical significance of folk music in the United States from the early nineteenth century through the 1930s.</p> <p>Describe music features common to most folk songs.</p> <p>Explain the historical and social context of the folk music revival in the United States.</p> <p>Describe folk rock.</p> <p>Identify important musicians in the second folk music boom.</p> <p>Trace the development and historical significance of folk music in the United States from the early nineteenth century through the 1930s.</p> <p>Explain the historical and social context of the folk music revival in the United States.</p> <p>Explain the importance of protest music.</p> <p>Identify important musicians in the second folk music boom.</p> <p>Analyze examples of bluegrass music.</p> <p>Identify and distinguish bluegrass music from folk and country music.</p> <p>Identify instruments commonly used in bluegrass music.</p> <p>Describe the development of bluegrass music.</p> <p>Identify important bands and performers in bluegrass music.</p> <p>Describe the development of bluegrass music.</p> <p>Identify instruments commonly used in bluegrass music.</p> <p>Identify important bands and performers in bluegrass music.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Identify and describe important instruments in country music.</p>
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		<p>Explain the importance of songs to country music.</p> <p>Analyze country music songs.</p> <p>Describe how country music balances traditional ideas and modern ideas.</p> <p>Outline the relationship of country music to history and culture.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Describe how country music balances traditional ideas and modern ideas.</p> <p>Outline the relationship of country music to history and culture.</p> <p>Identify and describe music examples.</p> <p>Evaluate music and musical performances using appropriate terminology.</p>
<p>Unit 4: Rock-and-Roll Music 01: Music Logs</p>	<p>FPA.11.1.M.1-5</p>	<p>Apply music concepts to personal experiences in music.</p> <p>Present knowledge of music in a creative format.</p> <p>Identify and describe music examples.</p> <p>Evaluate music and musical performances using appropriate terminology.</p> <p>Perform a varied repertoire of music (Practice Logs only).</p>
<p>Unit 4: Rock-and-Roll Music 02: Rock and Roll, Part 1</p>	<p>0</p>	<p>Describe the people and events that shaped rock and roll during the 1950s and 1960s.</p> <p>Describe the people and events that led up to the birth of rock and roll in the 1950s.</p> <p>Identify characteristics of the early rock-and-roll music style using appropriate terms.</p> <p>Describe the British Invasion.</p>
<p>Unit 4: Rock-and-Roll Music 03: Rock and Roll, Part 2</p>	<p>0</p>	<p>Describe the people and events that shaped rock and roll during the 1950s and 1960s.</p> <p>Describe the people and events that led up to the birth of</p>

		<p>rock and roll in the 1950s.</p> <p>Identify characteristics of the early rock-and-roll music style using appropriate terms.</p> <p>Describe innovations in the evolution of rock and roll that led to many subgenres and imitative styles.</p> <p>Describe the British Invasion.</p>
Unit 4: Rock-and-Roll Music 04: Rock and Roll, Part 3	0	<p>Describe the people and events that shaped rock and roll during the 1950s and 1960s.</p> <p>Describe the people and events that shaped rock and roll during the 1970s and 1980s.</p> <p>Describe the people and events that shaped rock and roll during the 1990s and 2000s.</p> <p>Describe the people and events that led up to the birth of rock and roll in the 1950s.</p> <p>Identify characteristics of the early rock-and-roll music style using appropriate terms.</p>
Unit 4: Rock-and-Roll Music 05: Important People, Part 1	0	<p>Outline the musical career of Chuck Berry.</p> <p>Apply music concepts to personal experiences in music.</p>
Unit 4: Rock-and-Roll Music 06: Important People, Part 2	0	<p>Describe the musical career of Elvis Presley and his impact on the development of rock and roll.</p> <p>Apply music concepts to personal experiences in music.</p>
Unit 4: Rock-and-Roll Music Important People, Part 3\	0	<p>Explain the musical impact of the Beatles.</p> <p>Apply music concepts to personal experiences in music.</p>
Unit 4: Rock-and-Roll Music Use Your Knowledge: New Legends	0	<p>Apply music concepts to personal experiences in music.</p>
Unit 4: Rock-and-Roll Music Rock and-Roll Evolution, Part 1	0	<p>Describe the people and events that shaped rock and roll during the 1950s and 1960s.</p> <p>Describe the people and events that led up to the birth of rock and roll in the 1950s.</p> <p>Identify characteristics of the early rock-and-roll music style using appropriate terms.</p>
Unit 4: Rock-and-Roll Music Rock-and-Roll Evolution, Part 2	0	<p>Describe the people and events that shaped rock and roll during the 1970s and 1980s.</p> <p>Describe disco music.</p>

		Identify important characteristics of funk, punk, metal, grunge, and emo music.
Unit 4: Rock-and-Roll Music Rock-and-Roll Evolution, Part 3	0	Describe the people and events that shaped rock and roll during the 1990s and 2000s.  Describe innovations in the evolution of rock and roll that led to many subgenres and imitative styles.  Identify important characteristics of funk, punk, metal, grunge, and emo music.  Identify important bands in the second British Invasion.  Apply music concepts to personal experiences in music.
Unit 4: Rock-and-Roll Music Discuss: Music's Influence Promoting Music, Part 1	FPA.11.4.M.1-4	Explain how Billboard identifies its Hot 100 songs and how other songs gain recognition through charts and awards.  Explain the importance of music publishers and copyright laws.
Unit 4: Rock-and-Roll Music Promoting Music, Part 2	0	Describe the importance of shows like The Ed Sullivan Show and networks such as MTV, VH1, and BET.
Unit 4: Rock-and-Roll Music Use Your Knowledge: Copyrights and Laws	FPA11.2.M1-4, FPA11.3.M1-3	Explain the importance of music publishers and copyright laws.
Unit 4: Rock-and-Roll Music Your Choice	0	
Unit 4: Rock-and-Roll Music Unit Review	0	0
Unit 4: Rock-and-Roll Music Unit Test, Part 1	Standards identified are part of lessons within the unit, not solely the unit assessment. FPA11.2.M1-4, FPA11.3.M1-3, FPA11.4.M.1-4	Rock and Roll Music Unit assessment will test student's ability to: Describe the people and events that shaped rock and roll during the 1950s and 1960s.  Describe the people and events that led up to the birth of rock and roll in the 1950s.  Identify characteristics of the early rock-and-roll music style using appropriate terms.  Describe the British Invasion.  Describe the people and events that shaped rock and roll during the 1950s and 1960s.  Describe the people and events that led up to the birth of

		<p>rock and roll in the 1950s.</p> <p>Identify characteristics of the early rock-and-roll music style using appropriate terms.</p> <p>Describe innovations in the evolution of rock and roll that led to many subgenres and imitative styles.</p> <p>Describe the British Invasion.</p> <p>Describe the people and events that shaped rock and roll during the 1950s and 1960s.</p> <p>Describe the people and events that shaped rock and roll during the 1970s and 1980s.</p> <p>Describe the people and events that shaped rock and roll during the 1990s and 2000s.</p> <p>Describe the people and events that led up to the birth of rock and roll in the 1950s.</p> <p>Identify characteristics of the early rock-and-roll music style using appropriate terms.</p> <p>Outline the musical career of Chuck Berry.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Describe the musical career of Elvis Presley and his impact on the development of rock and roll.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Explain the musical impact of the Beatles.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Describe the people and events that shaped rock and roll during the 1950s and 1960s.</p> <p>Describe the people and events that led up to the birth of rock and roll in the 1950s.</p>
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<p>Unit 4: Rock-and-Roll Music Unit Test, Part 2</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA11.1.M1-5, FPA11.2.M1-4, FPA11.3.M1-3, FPA11.4.M.1-4</p>	<p>Rock and Roll Music Unit assessment will test student's ability to:</p> <p>Describe the people and events that shaped rock and roll during the 1950s and 1960s.</p> <p>Describe the people and events that led up to the birth of rock and roll in the 1950s.</p> <p>Identify characteristics of the early rock-and-roll music style using appropriate terms.</p> <p>Describe the British Invasion.</p> <p>Describe the people and events that shaped rock and roll during the 1950s and 1960s.</p>

		<p>Describe the people and events that led up to the birth of rock and roll in the 1950s.</p> <p>Identify characteristics of the early rock-and-roll music style using appropriate terms.</p> <p>Describe innovations in the evolution of rock and roll that led to many subgenres and imitative styles.</p> <p>Describe the British Invasion.</p> <p>Describe the people and events that shaped rock and roll during the 1950s and 1960s.</p> <p>Describe the people and events that shaped rock and roll during the 1970s and 1980s.</p> <p>Describe the people and events that shaped rock and roll during the 1990s and 2000s.</p> <p>Describe the people and events that led up to the birth of rock and roll in the 1950s.</p> <p>Identify characteristics of the early rock-and-roll music style using appropriate terms.</p> <p>Outline the musical career of Chuck Berry.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Describe the musical career of Elvis Presley and his impact on the development of rock and roll.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Explain the musical impact of the Beatles.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Describe the people and events that shaped rock and roll during the 1950s and 1960s.</p> <p>Describe the people and events that led up to the birth of</p>
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		<p>rock and roll in the 1950s.</p> <p>Identify characteristics of the early rock-and-roll music style using appropriate terms.</p> <p>Describe the people and events that shaped rock and roll during the 1970s and 1980s.</p> <p>Describe disco music.</p> <p>Identify important characteristics of funk, punk, metal, grunge, and emo music.</p> <p>Describe the people and events that shaped rock and roll during the 1990s and 2000s.</p> <p>Describe innovations in the evolution of rock and roll that led to many subgenres and imitative styles.</p> <p>Identify important characteristics of funk, punk, metal, grunge, and emo music.</p> <p>Identify important bands in the second British Invasion.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Explain how Billboard identifies its Hot 100 songs and how other songs gain recognition through charts and awards.</p> <p>Explain the importance of music publishers and copyright laws.</p> <p>Describe the importance of shows like The Ed Sullivan Show and networks such as MTV, VH1, and BET.</p>
<p>Unit 5: Hip-Hop Music and Culture 5.01: Music Logs</p>	<p>FPA.11.1.M.1-5</p>	<p>Apply music concepts to personal experiences in music.</p> <p>Present knowledge of music in a creative format.</p> <p>Identify and describe music examples.</p> <p>Evaluate music and musical performances using appropriate terminology.</p> <p>Perform a varied repertoire of music (Practice Logs only).</p>
<p>Unit 5: Hip-Hop Music and Culture 5.02: Hip-Hop Music, Part 1</p>	<p>0</p>	<p>Identify the elements (people and places) that helped contribute to the culture of hip-hop as it is known today.</p> <p>Describe the relationship between graffiti art and the culture</p>

		<p>of hip-hop.</p> <p>Compare and contrast the roles of MCs to those of DJs.</p> <p>Describe how preexisting songs were re-created in the early development of hip-hop.</p> <p>Identify important musicians in the development of hip-hop music.</p> <p>Explain the development of the turntable as a musical instrument.</p> <p>Analyze hip-hop music and explain the elements used in its production.</p>
<p>Unit 5: Hip-Hop Music and Culture</p> <p>5.03: Hip-Hop Music, Part 2</p>	0	<p>Identify the elements (people and places) that helped contribute to the culture of hip-hop as it is known today.</p> <p>Identify important musicians in the development of hip-hop music.</p> <p>Analyze hip-hop music and explain the elements used in its production.</p> <p>Apply music concepts to personal experiences in music.</p>
<p>Unit 5: Hip-Hop Music and Culture</p> <p>5.04: Hip-Hop Music, Part 3</p>	0	<p>Identify the elements (people and places) that helped contribute to the culture of hip-hop as it is known today.</p> <p>Describe how preexisting songs were re-created in the early development of hip-hop.</p> <p>Analyze hip-hop music and explain the elements used in its production.</p>
<p>Unit 5: Hip-Hop Music and Culture</p> <p>5.05: Important People, Part 1</p>	0	<p>Identify Grandmaster Flash and describe his contribution to hip-hop music.</p> <p>Explain the development of the turntable as a musical instrument.</p>
<p>Unit 5: Hip-Hop Music and Culture</p> <p>5.06: Important People, Part 2</p>	0	<p>Identify Russell Simmons and describe his contribution to the spread of hip-hop music</p>
<p>Unit 5: Hip-Hop Music and Culture</p> <p>5.07: Important People, Part 3</p>	0	<p>Identify Queen Latifah and describe her role as hip-hop's first lady.</p>
<p>Unit 5: Hip-Hop Music and Culture</p> <p>5.08: Discuss: Music as Culture</p>	FPA.11.4.M.1-4	<p>Describe the characteristics of reggae, Latin, and techno music.</p> <p>Trace the origins of reggae, Latin, and techno music.</p>

<p>5.09: Other Styles, Part 1: Reggae</p>		<p>Identify influential musicians in reggae, Latin, and techno music.</p> <p>Identify geographical regions where reggae, Latin, and techno music are most popular.</p> <p>Apply music concepts to personal experiences in music.</p>
<p>Unit 5: Hip-Hop Music and Culture 5.10: Other Styles, Part 2: Latin</p>	<p>0</p>	<p>Compare and contrast the basic construction of reggae, Latin, and techno music.</p> <p>Describe the characteristics of reggae, Latin, and techno music.</p> <p>Trace the origins of reggae, Latin, and techno music.</p> <p>Identify influential musicians in reggae, Latin, and techno music.</p> <p>Identify geographical regions where reggae, Latin, and techno music are most popular.</p> <p>Apply music concepts to personal experiences in music.</p>
<p>Unit 5: Hip-Hop Music and Culture 5.11: Other Styles, Part 3: Techno</p>	<p>0</p>	<p>Compare and contrast the basic construction of reggae, Latin, and techno music.</p> <p>Describe the characteristics of reggae, Latin, and techno music.</p> <p>Trace the origins of reggae, Latin, and techno music.</p> <p>Identify influential musicians in reggae, Latin, and techno music.</p> <p>Identify geographical regions where reggae, Latin, and techno music are most popular.</p> <p>Apply music concepts to personal experiences in music.</p>
<p>Unit 5: Hip-Hop Music and Culture 5.12: Listening: Describe, Evaluate, Enjoy</p>	<p>FPA11.2.M1-4, FPA11.3.M1-3</p>	<p>Listen to music Compare and contrast music to previously heard music</p>
<p>Unit 5: Hip-Hop Music and Culture 5.13: Your Choice</p>	<p>0</p>	<p>0</p>
<p>Unit 5: Hip-Hop Music and Culture 5.14: Careers in Music, Part 1</p>	<p>0</p>	<p>Explain the advantages and disadvantages of different careers in music.</p> <p>Explain the need for qualified business people in the music industry, and describe possible music industry professions</p>

		<p>they could hold.</p> <p>Describe the various jobs that are available to a performing musician.</p> <p>Apply music concepts to personal experiences in music.</p>
<p>Unit 5: Hip-Hop Music and Culture</p> <p>5.15: Careers in Music, Part 2</p>	0	<p>Describe the duties and responsibilities of music educators and music therapists.</p> <p>Explain the advantages and disadvantages of different careers in music.</p> <p>Explain the need for qualified business people in the music industry, and describe possible music industry professions they could hold.</p> <p>Apply music concepts to personal experiences in music.</p>
<p>Unit 5: Hip-Hop Music and Culture</p> <p>5.16: Use Your Knowledge: Careers in Music</p>	FPA11.2.M1-4, FPA11.3.M1-3	<p>Apply music concepts to personal experiences in music.</p>
<p>Unit 5: Hip-Hop Music and Culture</p> <p>5.17: Your Choice</p>	0	0
<p>Unit 5: Hip-Hop Music and Culture</p> <p>5.18: Unit Review</p>	0	0
<p>Unit 5: Hip-Hop Music and Culture</p> <p>5.19: Unit Test, Part 1</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA11.2.M1-4, FPA11.3.M1-3, FPA11.4.M.1-4</p>	<p>Hip-Hop Music and Culture Unit assessment will test student’s ability to:</p> <p>Identify the elements (people and places) that helped contribute to the culture of hip-hop as it is known today.</p> <p>Describe the relationship between graffiti art and the culture of hip-hop.</p> <p>Compare and contrast the roles of MCs to those of DJs.</p> <p>Describe how preexisting songs were re-created in the early development of hip-hop.</p> <p>Identify important musicians in the development of hip-hop music.</p> <p>Explain the development of the turntable as a musical instrument.</p> <p>Analyze hip-hop music and explain the elements used in its production.</p>

		<p>Identify the elements (people and places) that helped contribute to the culture of hip-hop as it is known today.</p> <p>Identify important musicians in the development of hip-hop music.</p> <p>Analyze hip-hop music and explain the elements used in its production.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Identify Grandmaster Flash and describe his contribution to hip-hop music.</p> <p>Explain the development of the turntable as a musical instrument.</p> <p>Identify Russell Simmons and describe his contribution to the spread of hip-hop music. Identify Queen Latifah and describe her role as hip-hop's first lady.</p> <p>Describe the characteristics of reggae, Latin, and techno music.</p> <p>Trace the origins of reggae, Latin, and techno music.</p> <p>Identify influential musicians in reggae, Latin, and techno music.</p> <p>Identify geographical regions where reggae, Latin, and techno music are most popular.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Compare and contrast the basic construction of reggae, Latin, and techno music.</p> <p>Describe the characteristics of reggae, Latin, and techno music.</p> <p>Trace the origins of reggae, Latin, and techno music.</p> <p>Identify influential musicians in reggae, Latin, and techno music.</p> <p>Identify geographical regions where reggae, Latin, and techno music are most popular.</p> <p>Apply music concepts to personal experiences in music.</p>
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<p>Unit 5: Hip-Hop Music and Culture 5.20: Unit Test, Part 2</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. FPA11.1.M1-5, FPA11.2.M1-4, FPA11.3.M1-3, FPA11.4.M.1-4</p>	<p>Hip-Hop Music and Culture Unit assessment will test student’s ability to:</p> <p>Identify the elements (people and places) that helped contribute to the culture of hip-hop as it is known today.</p> <p>Describe the relationship between graffiti art and the culture of hip-hop.</p> <p>Compare and contrast the roles of MCs to those of DJs.</p> <p>Describe how preexisting songs were re-created in the early development of hip-hop.</p> <p>Identify important musicians in the development of hip-hop music.</p> <p>Explain the development of the turntable as a musical instrument.</p> <p>Analyze hip-hop music and explain the elements used in its production.</p> <p>Identify the elements (people and places) that helped contribute to the culture of hip-hop as it is known today.</p> <p>Identify important musicians in the development of hip-hop music.</p> <p>Analyze hip-hop music and explain the elements used in its production.</p> <p>Apply music concepts to personal experiences in music.</p> <p>Identify Grandmaster Flash and describe his contribution to</p>

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Unit 6: Semester Review and Test 6.01: Semester Review, Part 1	0	0
Unit 6: Semester Review and Test 6.02: Semester Review, Part 2	0	0
Unit 6: Semester Review and Test 6.03: Semester Review, Part 3	0	0
Unit 6: Semester Review and Test 6.04: Semester Review, Part 4	0	0
Unit 6: Semester Review and Test 6.05: Semester Test	0	0