

Curriculum Map

High School General Music- 180 Day

Grade 9-12

SUSD Standard(s)	Content Outline	Products/Performance Assessment	Resources	Connections
1, 3, 4	<p>First Six Weeks</p> <p>II. TECHNOLOGY INTEGRATION</p> <ul style="list-style-type: none"> A. Musical Styles <ul style="list-style-type: none"> 1. Composition B. Rhythm Patterns <ul style="list-style-type: none"> 1. Analyzation C. Syncopation <ul style="list-style-type: none"> 1. Identification D. Afro-Cuban Rhythm Styles <ul style="list-style-type: none"> 1. Performance 	<p>Create MIDI composition</p> <p>MIDI project 1-4</p>	<p>MIRI pp. 13, 23, 54, 59</p> <p>MIRI-IG pp. 37</p>	<p><u>Science</u>: Sound generation</p>
3, 4, 5	<p>III. HISTORY AND CULTURE</p> <ul style="list-style-type: none"> A. Cultural Context <ul style="list-style-type: none"> 1. Diversity 2. Cultural identification 3. Multicultural music 4. Native American dance B. Music History and People <ul style="list-style-type: none"> 1. Environment 2. Musicians/profiles 3. Musical groups 	<p>Compare Musical Styles</p> <p>Compare and Contrast compositional style</p>	<p>MIRI pp. 39, 57</p> <p>MIRI-IG pp. 31-78</p> <p>MIRI pp. 39, 57</p> <p>MIRI-IG pp. 31-78</p>	<p><u>Social Studies</u>: Cultural infusion, cultural context</p> <p><u>Social Studies</u>: Historical context, geographical perspective</p>
1, 2, 4, 5	<p>Second Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> A. Performing <ul style="list-style-type: none"> 1. Vocal styles 2. Major scales 3. Interpretation 4. Instruments 5. Melody 6. Ostinato 	<p>Perform a 10th Century Hymn</p>	<p>MIRI pp. 87-149</p> <p>MIRI-IG pp. 81-150</p>	<p><u>Math</u>: Number patterns, fractions, charts, graphs</p>

RESOURCE KEY

MIRI-IG = Music! Its Role and Importance in Our Lives - Instructor's Guide - Glencoe
 MIRI-CD = Music! Its Role and Importance in Our Lives - Compact Disc - Glencoe

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1, 2, 4, 5	<p>Second Six Weeks</p> <p>B. Music History and People</p> <ol style="list-style-type: none"> 1. Performance organization 2. Musicians/profiles 3. Performance perspective 4. Audience perspective 5. Notation 	Compare and Contrast compositional style	MIRI- pp. 87-149 MIRI-IG- pp, 81-150	<u>Social Studies:</u> Historical context, geographical perspective
	<p>Third Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Performing</p> <ol style="list-style-type: none"> 1. Aleatoric music 2. Chords 3. Accompaniment 4. Counter-melody <p>B. Critiquing</p> <ol style="list-style-type: none"> 1. Emotions 2. March 3. Ragtime 4. Expressive qualities <p>C. Creating</p> <ol style="list-style-type: none"> 1. Memorial lyrics 2. Accompaniment 3. New text 4. Gospel song - improvisation 	Perform a melody, counter melody and bass line	MIRI pp. 167-266 MIRI-IG pp. 153-184	<u>Math:</u> Number patterns, fractions, charts, graphs
		Write a love song	MIRI pp. 167-266 MIRI-IG pp. 153-184	<u>English/Language Arts:</u> Study skills, literature
				<u>Science:</u> Sound, electronics

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	<p>Third Six Weeks</p> <p>D. Music Theory</p> <ol style="list-style-type: none"> 1. Form 2. Structure 3. Scales and chords 4. Intervals 5. Acoustics <p>II. TECHNOLOGY INTEGRATION</p> <p>A. Fugue</p> <ol style="list-style-type: none"> 1. Analyzation <p>B. Arranging</p> <ol style="list-style-type: none"> 1. Creating <p>C. Theme and Variation</p> <ol style="list-style-type: none"> 1. Improvisation <p>D. Accompaniment</p> <ol style="list-style-type: none"> 1. Composition 	<p>Perform scales and chord progressions on instruments</p>	<p>MIRI pp. 167-266 MIRI-IG pp. 153-184</p>	
1, 3, 4		<p>Use a MIDI program to create the subject of a fugue</p>	<p>MIRI pp. 180, 209, 224, 262 MIRI-IG p. 160</p>	<p><u>Science</u>: Sound generation</p>
3, 4, 5	<p>III. HISTORY AND CULTURE</p> <p>A. Cultural Context</p> <ol style="list-style-type: none"> 1. Music from Cuba 2. Historical events 3. Love songs 4. Religious music 5. Music for celebrations <p>B. Music History and People</p> <ol style="list-style-type: none"> 1. Musicians/profiles 2. Composer's work 3. Religious tradition 4. Bands 	<p>Use a subject From a fugue to create several variations</p>	<p>MIRI pp. 167-266 MIRI-IG pp. 153-184</p>	<p><u>Social Studies</u>: Cultural infusion, cultural context</p>
		<p>Compare and Contrast compositional style</p>	<p>MIRI pp. 167-266 MIRI-IG pp. 153-184</p>	<p><u>Social Studies</u>: Historical context, geographical perspective</p>

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1, 2, 4, 5	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Fourth Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Performing</p> <ol style="list-style-type: none"> 1. Musical styles 2. Chords 3. Blues 4. Electronic instruments <p>B. Critiquing</p> <ol style="list-style-type: none"> 1. Tone color 2. Musical choice 3. Texture 4. Transcriptions vs. arrangements 5. Roles <p>C. Creating</p> <ol style="list-style-type: none"> 1. Single pitch improvisation 2. Accompaniment 3. Harmonization 4. Arrangement 5. Blues 6. Tone row composition <p>D. Music Theory</p> <ol style="list-style-type: none"> 1. Settings 2. Single pitch structure 3. Perceptive listening 4. Modulation 5. Interlocking rhythms 6. Electronic terms 	<p>Perform a 12-bar blues pattern using synthesizers to create a jazz combo</p>	<p>MIRI pp. 267-359 MIRI-IG pp. 185-228</p>	<p><u>Math</u>: Number patterns, fractions, charts, graphs</p> <p><u>English/Language Arts</u>: Study skills, literature</p> <p><u>Science</u>: Sound, electronics</p>
1, 3, 4	<p>II. TECHNOLOGY INTEGRATION</p> <p>A. Art Song</p> <ol style="list-style-type: none"> 1. Composition 	<p>Write a transcription of a traditional orchestra piece for the instrumentation of your choice</p>	<p>MIRI pp. 267-359 MIRI-IG pp. 185-228</p> <p>MIRI pp. 280, 302, 323, 342 MIRI-IG pp. 223</p>	<p><u>Science</u>: Sound generation</p>

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3, 4, 5	<p>Fourth Six Weeks</p> <ul style="list-style-type: none"> B. Improvisation <ul style="list-style-type: none"> 1. Improvisation C. 12 Bar Blues <ul style="list-style-type: none"> 1. Improvisation D. Synthesized Sounds <ul style="list-style-type: none"> 1. Analyzation <p>III. HISTORY AND CULTURE</p> <ul style="list-style-type: none"> A. Cultural Context <ul style="list-style-type: none"> 1. Cultural traditions 2. Cultural preservation 3. Musical theatre B. Music History and People <ul style="list-style-type: none"> 1. Musicians/profiles 2. Expressions of death 3. Arranger vs. composer 4. Blues 5. 12-tone system 6. Electronic music 	<p>Compare and Contrast compositional style</p>	<p>MIRI pp. 267-359 MIRI-IG pp. 185-228</p> <p>MIRI pp. 267-359 MIRI-IG pp. 185-228</p>	<p><u>Social Studies</u>: Cultural infusion, cultural context</p> <p><u>Social Studies</u>: Historical context, geographical perspective</p>
1, 2, 4, 5	<p>Fifth Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> A. Performing <ul style="list-style-type: none"> 1. Gospel 2. Musical theatre 3. Motive 4. Film music 	<p>Write a scene to a modern play and perform it with musical accompaniment.</p>	<p>MIRI pp. 365-450 MIRI-IG pp. 229-277</p>	<p><u>Math</u>: Number patterns, fractions, charts, graphs</p>

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1, 3, 4	<p>II. TECHNOLOGY INTEGRATION</p> <p>A. Musical Mood</p> <ol style="list-style-type: none"> 1. Analyzation <p>B. Transition</p> <ol style="list-style-type: none"> 1. Analyzation <p>C. Character</p> <ol style="list-style-type: none"> 1. Interpretation <p>D. Film Music</p> <ol style="list-style-type: none"> 1. Composition 	<p>Create a sound track for a film shot in school</p>	<p>MIRI pp. 365-450 MIRI-IG pp. 229-277</p> <p>MIRI pp. 365-450 MIRI-IG pp. 229-277</p>	<p><u>Science:</u> Sound, electronics</p>
3, 4, 5	<p>III. HISTORY AND CULTURE</p> <p>A. Cultural Context</p> <ol style="list-style-type: none"> 1. American folk music 2. Song origin 	<p>Watch a film and create a shot overture for the beginning of it based on the soundtrack</p>	<p>MIRI pp. 386, 399, 425, 451 MIRI-IG pp. 272</p> <p>MIRI pp. 365-450 MIRI-IG pp. 229-277</p>	<p><u>Science:</u> Sound generation</p> <p><u>Social Studies:</u> Cultural infusion, cultural context</p>

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1, 2, 4, 5	<p>Fifth Six Weeks</p> <p>B. Music History and People</p> <ol style="list-style-type: none"> 1. Musicians/profiles 2. Modern composers 3. Skills and abilities 4. Musical theatre 5. Opera comic 6. Music for film 	Compare and Contrast compositional style	MIRI pp. 365- 450 MIRI-IG pp. 229-277	<u>Social Studies:</u> Historical context, geographical perspective
	<p>Sixth Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Performing</p> <ol style="list-style-type: none"> 1. Rhythmic and melodic patterns 2. Ballad 3. Pentatonic patterns <p>B. Critiquing</p> <ol style="list-style-type: none"> 1. Music videos 2. Storyboards 3. Tone color 4. Tolerance of musical styles <p>C. Creating</p> <ol style="list-style-type: none"> 1. Storyboard 2. Rap 3. Jazz improvisation 4. Popular style 5. Musical repertoire 	Write a performance evaluation of a music video	MIRI pp. 467-589 MIRI-IG pp. 229-277 MIRI pp. 467-589 MIRI-IG pp. 229-277	<u>Math:</u> Number patterns, fractions, charts, graphs <u>English/Language Arts:</u> Study skills, literature <u>Science:</u> Sound, electronics

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