

**Proficiencies and Pacing Guide:**

**Course Title: Kindergarten General Music**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1:</b>	10-12 weeks	<p>Standard 1.1- The Creative Process 1.1.2.B.1, 1.1.2.B.2</p> <p>Standard 1.2- History of the Arts &amp; Culture 1.2.2.A.2</p> <p>Standard 1.3- Performing 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.2.A.2, 1.4.2.A.3</p>	<p>Standard 1.1- Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>• Define elements of music</li> <li>• Explain musical opposites</li> <li>• Hear and identify musical examples</li> <li>• Identify, experience, demonstrate, explain musical elements</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>• Make connections to music from different time/place</li> <li>• Experience culture/history THROUGH musical selections</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Be tuneful/beautiful/artful</li> <li>• Produce healthy vocal tone</li> <li>• Demonstrate proper playing technique</li> <li>• Audiate/sing on a neutral syllable</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Blend/balance parts</li> <li>• Identify &amp; describe feelings towards music</li> <li>• Create a story based on music</li> <li>• Observe/distinguish patterns</li> <li>• Apply/experience principals</li> </ul>	<p>Standard 1.1- Creative Process</p> <ul style="list-style-type: none"> <li>• Steady beat</li> <li>• Rhythm</li> <li>• Singing vs. chanting (speaking)</li> <li>• Upstairs/downstairs voice</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Melody</li> <li>• Etc.</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>• Instrumental vs. pop</li> <li>• Classical period through present day</li> <li>• Music of other countries</li> <li>• Nutcracker- 1800s setting</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• Steady beat</li> <li>• Singing voice</li> <li>• Head/chest</li> <li>• Resting tone</li> <li>• Sing/play ostinato</li> <li>• Improvise</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• Aesthetic quality (why do you like it?)</li> <li>• Communicating feelings/likes &amp; dislikes</li> <li>• Tap into imagination and creativity (arioso/improv)</li> <li>• Create and identify patterns</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			of critique <ul style="list-style-type: none"> <li>Recognize important themes</li> </ul>	
<b>Unit 2:</b>	10-12 weeks	Standard 1.1- The Creative Process 1.1.2.B.3  Standard 1.2- History of the Arts & Culture Expand previous standard  Standard 1.3- Performing 1.3.2.B.5  Standard 1.4- Aesthetic Responses & Critique Methodology 1.4.2.A.1, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3	Standard 1.1- Creative Process SWBAT... <ul style="list-style-type: none"> <li>Identify &amp; group sounds by common traits</li> </ul> Standard 1.2- History SWBAT... <ul style="list-style-type: none"> <li>Make connections to music from different time/place</li> <li>Experience culture/history THROUGH musical selections</li> </ul> Standard 1.3- Performing SWBAT... <ul style="list-style-type: none"> <li>Improvise melody &amp; rhythm</li> <li>Create expressively</li> <li>Maintain expressive quality over rhythmic ostinati</li> </ul> Standard 1.4- Critique & Aesthetics SWBAT... <ul style="list-style-type: none"> <li>Identify aesthetics (what does this make you feel)</li> <li>Observe a performance and then form opinions</li> <li>Apply positive critique</li> <li>Identify/recall main theme</li> </ul>	Standard 1.1- Creative Process <ul style="list-style-type: none"> <li>Tonality</li> <li>Tempo</li> <li>Neutral syllable eighth notes</li> </ul> Standard 1.2- History <ul style="list-style-type: none"> <li>Instrumental vs. pop</li> <li>Classical period through present day</li> <li>Music of other countries</li> <li>Nutcracker- 1800s setting</li> </ul> Standard 1.3- Performing <ul style="list-style-type: none"> <li>Tonal patterns</li> <li>Rhythm patterns</li> <li>Pentatonic scale</li> <li>Resting tone response</li> </ul> Standard 1.4- Critique & Aesthetics <ul style="list-style-type: none"> <li>Composer facts (coloring glyphs)</li> <li>How to listen to music (active vs passive)</li> <li>Positive critique examples</li> <li>Patterning/themes</li> </ul>
<b>Unit 3:</b>	10-12 weeks	Standard 1.1- The Creative Process 1.1.2.B.4  Standard 1.2- History of the Arts & Culture	Standard 1.1- Creative Process SWBAT... <ul style="list-style-type: none"> <li>Categorize instrument families according to their properties</li> </ul> Standard 1.2- History SWBAT...	Standard 1.1- Creative Process <ul style="list-style-type: none"> <li>Instrument families</li> <li>Tone</li> <li>Timbre</li> </ul> Standard 1.2- History

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>Expand previous standard</p> <p>Standard 1.3- Performing 1.3.2.B.6, 1.3.2.B.7</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.2.A.4</p>	<ul style="list-style-type: none"> <li>• Make connections to music from different time/place</li> <li>• Experience culture/history THROUGH musical selections</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Sing/play melody &amp; accomp.</li> <li>• Sing/play indep. and in groups</li> <li>• Blend with a partner</li> <li>• Respond to a conductor</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Distinguish musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental vs. pop</li> <li>• Classical period through present day</li> <li>• Music of other countries</li> <li>• Nutcracker- 1800s setting</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• Melody/rhythm</li> <li>• Accompaniment</li> <li>• Solo vs. ensemble</li> <li>• Blend/balance</li> <li>• Dynamics</li> <li>• Conductor</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• Manipulatives transferred to musical ideas</li> <li>• Form</li> </ul>

**Proficiencies and Pacing Guide:**

**Course Title: First Grade General Music**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1:</b>	10-12 weeks	<p>Standard 1.1- The Creative Process 1.1.2.B.1, 1.1.2.B.2</p> <p>Standard 1.2- History of the Arts &amp; Culture 1.2.2.A.2</p> <p>Standard 1.3- Performing 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.2.A.2, 1.4.2.A.3</p>	<p>Standard 1.1- Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>• Define elements of music</li> <li>• Explain musical opposites</li> <li>• Hear and identify musical examples</li> <li>• Identify, experience, demonstrate, explain musical elements</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>• Make connections to music from different time/place</li> <li>• Experience culture/history THROUGH musical selections</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Be tuneful/beautiful/artful</li> <li>• Produce healthy vocal tone</li> <li>• Demonstrate proper playing technique</li> <li>• Audiate/sing on a neutral syllable</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Blend/balance parts</li> <li>• Identify &amp; describe feelings towards music</li> <li>• Create a story based on music</li> <li>• Observe/distinguish patterns</li> </ul>	<p>Standard 1.1- Creative Process</p> <ul style="list-style-type: none"> <li>• Steady beat</li> <li>• Rhythm</li> <li>• Singing vs. chanting (speaking)</li> <li>• Head/chest voice</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Melody</li> <li>• Etc.</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>• Instrumental vs. pop</li> <li>• Classical period through present day</li> <li>• Music of other countries</li> <li>• Nutcracker- skills: steady beat, non-locomotor movement</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• Steady beat</li> <li>• Singing voice</li> <li>• Head/chest</li> <li>• Resting tone</li> <li>• Sing/play ostinato</li> <li>• Improvise</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• Aesthetic quality (why do you like it?)</li> <li>• Communicating feelings/likes &amp; dislikes</li> <li>• Tap into imagination and creativity (arioso/improv)</li> <li>• Create and identify patterns</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> <li>• Apply/experience principals of critique</li> <li>• Recognize important themes</li> </ul>	
<b>Unit 2:</b>	10-12 weeks	<p>Standard 1.1- The Creative Process 1.1.2.B.3</p> <p>Standard 1.2- History of the Arts &amp; Culture Expand previous standard</p> <p>Standard 1.3- Performing 1.3.2.B.5</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.2.A.1, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3</p>	<p>Standard 1.1- Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>• Identify &amp; group sounds by common traits</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>• Make connections to music from different time/place</li> <li>• Experience culture/history THROUGH musical selections</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Improvise melody &amp; rhythm</li> <li>• Create expressively</li> <li>• Maintain expressive quality over rhythmic ostinati</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Identify aesthetics (what does this make you feel)</li> <li>• Observe a performance and then form opinions</li> <li>• Apply positive critique</li> <li>• Identify/recall main theme</li> </ul>	<p>Standard 1.1- Creative Process</p> <ul style="list-style-type: none"> <li>• Tonality</li> <li>• Tempo</li> <li>• Functional syllable eighth notes/rests</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>• Instrumental vs. pop</li> <li>• Classical period through present day</li> <li>• Music of other countries</li> <li>• Nutcracker- skills: steady beat, non-locomotor movement</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• Tonal patterns</li> <li>• Rhythm patterns</li> <li>• Pentatonic scale (name it)</li> <li>• Resting tone response</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• Composer facts (coloring glyphs/worksheets)</li> <li>• How to listen to music (active vs passive)</li> <li>• Positive critique examples</li> <li>• Patterning/themes</li> </ul>
<b>Unit 3:</b>	10-12 weeks	Standard 1.1- The Creative Process 1.1.2.B.4	<p>Standard 1.1- Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>• Categorize instrument families according to their properties</li> </ul>	<p>Standard 1.1- Creative Process</p> <ul style="list-style-type: none"> <li>• Instrument families</li> <li>• Tone</li> <li>• Timbre</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>Standard 1.2- History of the Arts &amp; Culture Expand previous standard</p> <p>Standard 1.3- Performing 1.3.2.B.6, 1.3.2.B.7</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.2.A.4</p>	<p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>• Make connections to music from different time/place</li> <li>• Experience culture/history THROUGH musical selections</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Sing/play melody &amp; accomp.</li> <li>• Sing/play indep. and in groups</li> <li>• Blend with a partner</li> <li>• Respond to a conductor</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Distinguish musical patterns</li> </ul>	<p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>• Instrumental vs. pop</li> <li>• Classical period through present day</li> <li>• Music of other countries</li> <li>• Nutcracker- steady beat, non-locomotor movement</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• Melody/rhythm</li> <li>• Accompaniment</li> <li>• Solo vs. ensemble</li> <li>• Blend/balance</li> <li>• Dynamics</li> <li>• Conductor</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• Manipulatives transferred to musical ideas</li> <li>• Form</li> </ul>

**Proficiencies and Pacing Guide:**

**Course Title: Second Grade General Music**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1:</b>	10-12 weeks	<p>Standard 1.1- The Creative Process 1.1.2.B.1, 1.1.2.B.2</p> <p>Standard 1.2- History of the Arts &amp; Culture 1.2.2.A.2</p> <p>Standard 1.3- Performing 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.2.A.2, 1.4.2.A.3</p>	<p>Standard 1.1- Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>• Define elements of music</li> <li>• Explain musical opposites</li> <li>• Hear and identify musical examples</li> <li>• Identify, experience, demonstrate, explain musical elements</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>• Make connections to music from different time/place</li> <li>• Experience culture/history THROUGH musical selections</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Be tuneful/beautiful/artful</li> <li>• Produce healthy vocal tone</li> <li>• Demonstrate proper playing technique</li> <li>• Audiate/sing on a neutral syllable</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Blend/balance parts</li> <li>• Identify &amp; describe feelings towards music</li> <li>• Create a story based on music</li> </ul>	<p>Standard 1.1- Creative Process</p> <ul style="list-style-type: none"> <li>• Steady beat</li> <li>• Rhythm</li> <li>• Singing vs. chanting (speaking)</li> <li>• Upstairs/downstairs voice</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Melody</li> <li>• Etc.</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>• Instrumental vs. pop</li> <li>• Classical period through present day</li> <li>• Music of other countries</li> <li>• Nutcracker- skills: parachute, loco to non-loco movement, planning/prep</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• Steady beat</li> <li>• Singing voice</li> <li>• Head/chest</li> <li>• Resting tone</li> <li>• Sing/play ostinato</li> <li>• Improvise</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• Aesthetic quality (why do you like it?)</li> <li>• Communicating feelings/likes &amp; dislikes</li> <li>• Tap into imagination and creativity (arioso/improv)</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> <li>• Observe/distinguish patterns</li> <li>• Apply/experience principals of critique</li> <li>• Recognize important themes</li> </ul>	<ul style="list-style-type: none"> <li>• Create and identify patterns</li> </ul>
<b>Unit 2:</b>	10-12 weeks	<p>Standard 1.1- The Creative Process 1.1.2.B.3</p> <p>Standard 1.2- History of the Arts &amp; Culture Expand previous standard</p> <p>Standard 1.3- Performing 1.3.2.B.5</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.2.A.1, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3</p>	<p>Standard 1.1- Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>• Identify &amp; group sounds by common traits</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>• Make connections to music from different time/place</li> <li>• Experience culture/history THROUGH musical selections</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Improvise melody &amp; rhythm</li> <li>• Create expressively</li> <li>• Maintain expressive quality over rhythmic ostinati</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Identify aesthetics (what does this make you feel)</li> <li>• Observe a performance and then form opinions</li> <li>• Apply positive critique</li> <li>• Identify/recall main theme</li> </ul>	<p>Standard 1.1- Creative Process</p> <ul style="list-style-type: none"> <li>• Tonality</li> <li>• Tempo</li> <li>• Neutral syllable eighth notes</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>• Instrumental vs. pop</li> <li>• Classical period through present day</li> <li>• Music of other countries</li> <li>• Nutcracker- skills: parachute, loco to non-loco movement, planning/prep</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• Tonal patterns</li> <li>• Rhythm patterns</li> <li>• Pentatonic scale</li> <li>• Resting tone response</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• Composer facts (coloring glyphs)</li> <li>• How to listen to music (active vs passive)</li> <li>• Positive critique examples</li> <li>• Patterning/themes</li> </ul>
<b>Unit 3:</b>	10-12 weeks	Standard 1.1- The Creative Process 1.1.2.B.4	<p>Standard 1.1- Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>• Categorize instrument families according to their</li> </ul>	<p>Standard 1.1- Creative Process</p> <ul style="list-style-type: none"> <li>• Instrument families</li> <li>• Tone</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>Standard 1.2- History of the Arts &amp; Culture Expand previous standard</p> <p>Standard 1.3- Performing 1.3.2.B.6, 1.3.2.B.7</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.2.A.4</p>	<p>properties</p> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>• Make connections to music from different time/place</li> <li>• Experience culture/history THROUGH musical selections</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Sing/play melody &amp; accomp.</li> <li>• Sing/play indep. and in groups</li> <li>• Blend with a partner</li> <li>• Respond to a conductor</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Distinguish musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Timbre</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>• Instrumental vs. pop</li> <li>• Classical period through present day</li> <li>• Music of other countries</li> <li>• Nutcracker- skills: parachute, loco to non-loco movement, planning/prep</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• Melody/rhythm</li> <li>• Accompaniment</li> <li>• Solo vs. ensemble</li> <li>• Blend/balance</li> <li>• Dynamics</li> <li>• Conductor</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• Manipulatives transferred to musical ideas</li> <li>• Form</li> </ul>

**Proficiencies and Pacing Guide:**

**Course Title: Third Grade General Music**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p><b>Unit 1:</b></p>	<p>10-12 weeks</p>	<p>Standard 1.1- The Creative Process 1.1.5.B.1, 1.1.5.B.2</p> <p>Standard 1.2- History of the Arts &amp; Culture 1.2.5.A.2</p> <p>Standard 1.3- Performing 1.3.5.B.1, 1.3.5.B.3</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.5.B.3, 1.4.5.B.5</p>	<p>Standard 1.1- The Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>• Identify elements of music in response to aural and printed prompts and notation.</li> <li>• Demonstrate basic understanding of elements of music</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>• Relate common elements that relate to each genre of music</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Sing/play from notation using treble/bass clef and mixed/compound meter</li> <li>• Improve/score over harmonic structures</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Evaluate strengths/weaknesses using proper music vocab.</li> <li>• Understand that differing opinions are okay and how to respectfully navigate these conversations</li> </ul>	<p>Standard 1.1- The Creative Process</p> <ul style="list-style-type: none"> <li>• Read printed notation in treble clef</li> <li>• Notate and understand rhythmic values of half, quarter, and eighth length.</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>• Jazz- swing, triplets, usually instrumental (what instruments?)</li> <li>• Orchestra vs. band</li> <li>• Acapella</li> <li>• Pop</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• RECORDER</li> <li>• Mnemonics- treble/bass</li> <li>• Drawing clefs on 5 line staff</li> <li>• Worksheets</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• Word wall- vocab</li> <li>• Practice critique using skill specific vocab from activity (ex. Folk dance- right hand turn; recorder- relate fingers/numbers to pitches, etc)</li> <li>• Host respectful friendly controversy conversations,</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				learn something new from someone's opinion
<b>Unit 2:</b>	10-12 weeks	<p>Standard 1.1- The Creative Process Expand previous</p> <p>Standard 1.2- History of the Arts &amp; Culture 1.2.5.A.1</p> <p>Standard 1.3- Performing 1.3.5.B.2, 1.3.5.B.4</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.5.B.1, 1.4.5.B.2</p>	<p>Standard 1.1- The Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>Expand previous</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>Recognize how society/beliefs reflect on works of music</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>Sing melody/harmony independently/with group</li> <li>Decode how elements of music work together to achieve unity/variety, tension/release, and balance</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>Assess/observe principals of design in music using set criteria.</li> <li>Use rubrics or other tools for self assessment and peer assessment.</li> </ul>	<p>Standard 1.1- The Creative Process</p> <ul style="list-style-type: none"> <li>Expand previous</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>Examples: Bernstein, Stravinsky, modern composers/performers (pop/hip hop)</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>Rounds/canons</li> <li>Melody expanding for changing voices</li> <li>Proper vocal technique</li> <li>Orff ensembles-tension/release, balance</li> <li>Variety of listening/performance selections</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>What elements make this music interesting?</li> <li>Self and peer assessment-constructive criticism</li> </ul>
<b>Unit 3:</b>	10-12 weeks	<p>Standard 1.1- The Creative Process Expand previous standards</p> <p>Standard 1.2- History of the Arts &amp; Culture</p>	<p>Standard 1.1- The Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>Expand previous</li> </ul> <p>Standard 1.2- History SWBAT...</p>	<p>Standard 1.1- The Creative Process</p> <ul style="list-style-type: none"> <li>Expand previous</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>Group/individual</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		1.2.5.A.3  Standard 1.3- Performing Expand previous standards  Standard 1.4- Aesthetic Responses & Critique Methodology 1.4.5.B.4	<ul style="list-style-type: none"> <li>• Determine impact of individuals on music of diverse cultures throughout history.</li> </ul> Standard 1.3- Performing SWBAT... <ul style="list-style-type: none"> <li>• Expand previous</li> </ul> Standard 1.4- Critique & Aesthetics SWBAT... <ul style="list-style-type: none"> <li>• Understand/define technical proficiency</li> </ul>	presentation- who is your favorite musician and why?  Standard 1.3- Performing <ul style="list-style-type: none"> <li>• Expand previous</li> </ul> Standard 1.4- Critique & Aesthetics <ul style="list-style-type: none"> <li>• Why do we practice? (concert prep)</li> <li>• Relate to sports/dance/etc</li> <li>• What do you need to be “good” or proficient as a musician?</li> </ul>

**Proficiencies and Pacing Guide:**

**Course Title: Fourth Grade General Music**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p><b>Unit 1:</b></p>	<p>10-12 weeks</p>	<p>Standard 1.1- The Creative Process 1.1.5.B.1, 1.1.5.B.2</p> <p>Standard 1.2- History of the Arts &amp; Culture 1.2.5.A.2</p> <p>Standard 1.3- Performing 1.3.5.B.1, 1.3.5.B.3</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.5.B.3, 1.4.5.B.5</p>	<p>Standard 1.1- The Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>Identify elements of music in response to aural and printed prompts and notation.</li> <li>Demonstrate basic understanding of elements of music</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>Relate common elements that relate to each genre of music</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>Sing/play from notation using treble/bass clef and mixed/compound meter</li> <li>Improve/score over harmonic structures</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>Evaluate strengths/weaknesses using proper music vocab.</li> <li>Understand that differing opinions are okay and how to respectfully navigate these conversations</li> </ul>	<p>Standard 1.1- The Creative Process</p> <ul style="list-style-type: none"> <li>Read printed notation in treble clef</li> <li>Notate and understand rhythmic values of half, quarter, eighth, and sixteenth length.</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>Jazz- swing, triplets, usually instrumental (what instruments?)</li> <li>Orchestra vs. band</li> <li>Acapella</li> <li>Pop</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>Drum circle/barred instruments</li> <li>Mnemonics- treble/bass</li> <li>Drawing clefs on 5 line staff</li> <li>Worksheets</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>Word wall- vocab</li> <li>Practice critique using skill specific vocab from activity (ex. Folk dance- right hand turn; recorder- relate fingers/numbers to pitches, etc)</li> <li>Host respectful friendly controversy conversations,</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				learn something new from someone's opinion
<b>Unit 2:</b>	10-12 weeks	<p>Standard 1.1- The Creative Process Expand previous standards</p> <p>Standard 1.2- History of the Arts &amp; Culture 1.2.5.A.1</p> <p>Standard 1.3- Performing 1.3.5.B.2, 1.3.5.B.4</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.5.B.1, 1.4.5.B.2</p>	<p>Standard 1.1- The Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>Expand previous</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>Recognize how society/beliefs reflect on works of music</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>Sing melody/harmony independently/with group</li> <li>Decode how elements of music work together to achieve unity/variety, tension/release, and balance</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>Assess/observe principals of design in music using set criteria.</li> <li>Use rubrics or other tools for self assessment and peer assessment.</li> </ul>	<p>Standard 1.1- The Creative Process</p> <ul style="list-style-type: none"> <li>Expand previous</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>Examples: Bernstein, Stravinsky, modern composers/performers (pop/hip hop)</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>Rounds/canons</li> <li>Melody expanding for changing voices</li> <li>Proper vocal technique</li> <li>Orff ensembles-tension/release, balance</li> <li>Variety of listening/performance selections</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>What elements make this music interesting?</li> <li>Self and peer assessment-constructive criticism</li> </ul>
<b>Unit 3:</b>	10-12 weeks	<p>Standard 1.1- The Creative Process Expand previous standards</p> <p>Standard 1.2- History of the Arts &amp; Culture</p>	<p>Standard 1.1- The Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>Expand previous</li> </ul> <p>Standard 1.2- History SWBAT...</p>	<p>Standard 1.1- The Creative Process</p> <ul style="list-style-type: none"> <li>Expand previous</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>Group/individual</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		1.2.5.A.3  Standard 1.3- Performing Expand previous standards  Standard 1.4- Aesthetic Responses & Critique Methodology 1.4.5.B.4	<ul style="list-style-type: none"> <li>• Determine impact of individuals on music of diverse cultures throughout history.</li> </ul> Standard 1.3- Performing SWBAT... <ul style="list-style-type: none"> <li>• Expand previous</li> </ul> Standard 1.4- Critique & Aesthetics SWBAT... <ul style="list-style-type: none"> <li>• Understand/define technical proficiency</li> </ul>	presentation- who is your favorite musician and why?  Standard 1.3- Performing <ul style="list-style-type: none"> <li>• Expand previous</li> </ul> Standard 1.4- Critique & Aesthetics <ul style="list-style-type: none"> <li>• Why do we practice? (concert prep)</li> <li>• Relate to sports/dance/etc</li> <li>• What do you need to be “good” or proficient as a musician?</li> </ul>

**Proficiencies and Pacing Guide:**

**Course Title: Fifth Grade General Music**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p><b>Unit 1:</b></p>	<p>10-12 weeks</p>	<p>Standard 1.1- The Creative Process 1.1.5.B.1, 1.1.5.B.2</p> <p>Standard 1.2- History of the Arts &amp; Culture 1.2.5.A.2</p> <p>Standard 1.3- Performing 1.3.5.B.1, 1.3.5.B.3</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.5.B.3, 1.4.5.B.5</p>	<p>Standard 1.1- The Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>• Identify elements of music in response to aural and printed prompts and notation.</li> <li>• Demonstrate basic understanding of elements of music</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>• Relate common elements that relate to each genre of music</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Sing/play from notation using treble/bass clef and mixed/compound meter</li> <li>• Improve/score over harmonic structures</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Evaluate strengths/weaknesses using proper music vocab.</li> <li>• Understand that differing opinions are okay and how to respectfully navigate these</li> </ul>	<p>Standard 1.1- The Creative Process</p> <ul style="list-style-type: none"> <li>• Read printed notation in treble clef</li> <li>• Notate and understand rhythmic values of half, quarter, eighth, and sixteenth length...working as paired notes and single notes. Different inversions of eighth-sixteenth plus syllables</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>• Jazz- swing, triplets, usually instrumental (what instruments?)</li> <li>• Orchestra vs. band</li> <li>• Acapella</li> <li>• Pop</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• BUCKET DRUMMING/ORFF ENSEMBLES</li> <li>• Mnemonics- treble/bass</li> <li>• Drawing clefs on 5 line staff</li> <li>• Worksheets</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• Word wall- vocab</li> <li>• Practice critique using skill specific vocab from activity (ex. Folk dance- right hand turn; recorder- relate fingers/numbers to pitches, etc)</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			conversations	<ul style="list-style-type: none"> <li>• Host respectful friendly controversy conversations, learn something new from someone's opinion</li> </ul>
<b>Unit 2:</b>	10-12 weeks	<p>Standard 1.1- The Creative Process Expand previous standards</p> <p>Standard 1.2- History of the Arts &amp; Culture 1.2.5.A.1</p> <p>Standard 1.3- Performing 1.3.5.B.2, 1.3.5.B.4</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.5.B.1, 1.4.5.B.2</p>	<p>Standard 1.1- The Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>• Expand previous</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>• Recognize how society/beliefs reflect on works of music</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Sing melody/harmony independently/with group</li> <li>• Decode how elements of music work together to achieve unity/variety, tension/release, and balance</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Assess/observe principals of design in music using set criteria.</li> <li>• Use rubrics or other tools for self assessment and peer assessment.</li> </ul>	<p>Standard 1.1- The Creative Process</p> <ul style="list-style-type: none"> <li>• Expand previous</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>• Examples: Bernstein, Stravinsky, modern composers/performers (pop/hip hop)</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• Rounds/canons</li> <li>• Melody expanding for changing voices</li> <li>• Proper vocal technique</li> <li>• Orff ensembles- tension/release, balance</li> <li>• Variety of listening/performance selections</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• What elements make this music interesting?</li> <li>• Self and peer assessment- constructive criticism</li> </ul>
<b>Unit 3:</b>	10-12 weeks	Standard 1.1- The Creative Process Expand previous standards	Standard 1.1- The Creative Process SWBAT...	Standard 1.1- The Creative Process

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>Standard 1.2- History of the Arts &amp; Culture 1.2.5.A.3</p> <p>Standard 1.3- Performing Expand previous standards</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.5.B.4</p>	<p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>Determine impact of individuals on music of diverse cultures throughout history.</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>Expand previous</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>Understand/define technical proficiency</li> </ul>	<p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>Group/individual presentation- who is your favorite musician and why?</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>Expand previous</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>Why do we practice? (concert prep)</li> <li>Relate to sports/dance/etc</li> <li>What do you need to be “good” or proficient as a musician?</li> </ul>

**Proficiencies and Pacing Guide:**

**Course Title: Sixth Grade General Music**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p><b>Unit 1:</b></p>	<p>10-12 weeks</p>	<p>Standard 1.1- The Creative Process 1.1.8.B.1</p> <p>Standard 1.2- History of the Arts &amp; Culture 1.2.8.A.2</p> <p>Standard 1.3- Performing 1.3.8.B.1, 1.3.8.B.2</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.8.A.1, 1.4.8.A.5, 1.4.8.A.7</p>	<p>Standard 1.1- Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>• Analyze application of elements of music in real-life examples (Western &amp; non-Western)</li> <li>• Use active listening/reading to interpret written scores</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>• Differentiate between past and present musical works</li> <li>• Demo. understanding of how ideas, issues, events helped shape the history of these cultures</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>• Synthesize reading &amp; performance skills to read from common notation</li> <li>• Experience &amp; create avant-garde notation</li> <li>• Perform above aspects alone and in a group</li> <li>• Represent chosen style accurately &amp; with respect</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>• Explain their emotions/reactions to a</li> </ul>	<p>Standard 1.1- Creative Process</p> <ul style="list-style-type: none"> <li>• Formal analysis (form labeling, chord symbols, scales, etc)</li> <li>• Non-Western musical tradition &amp; culture (China, India, etc)</li> <li>• Active listening- listening maps (guided &amp; student created), group &amp; individual analysis</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>• Critical listening- themes/instrumentation, etc</li> <li>• Music history/cultural research- what is important, where, and why?</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>• Bucket drumming (polyrhythms, multi-line music)</li> <li>• Avant-garde creation: how does your symbol match chosen timbre/direction?</li> <li>• Genres/stylistic interpretation- how do we recreate with respect to original?</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>• Emotional reaction- what caused it and why?</li> <li>• Physical reaction-</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			selected piece of music <ul style="list-style-type: none"> <li>• Interpret symbolism &amp; metaphors</li> <li>• Analyze form/function &amp; other aspects of works of music</li> </ul>	goosebumps, tears, heightened heart rate, etc <ul style="list-style-type: none"> <li>• Symbols &amp; metaphors in themes</li> <li>• Written analysis</li> </ul>
<b>Unit 2:</b>	10-12 weeks	Standard 1.1- The Creative Process 1.1.8.B.2  Standard 1.2- History of the Arts & Culture 1.2.8.A.1  Standard 1.3- Performing 1.3.8.B.3, 1.3.8.B.4  Standard 1.4- Aesthetic Responses & Critique Methodology 1.4.8.A.1, 1.4.8.A.3, 1.4.8.B.1, 1.4.8.B.2	Standard 1.1- Creative Process SWBAT... <ul style="list-style-type: none"> <li>• Compare/contrast structural form &amp; changes to elements of music in specific musical examples.</li> </ul> Standard 1.2- History SWBAT... <ul style="list-style-type: none"> <li>• Explain the ways in which creation of new technology has led to historical innovations in music</li> </ul> Standard 1.3- Performing SWBAT... <ul style="list-style-type: none"> <li>• Apply music theory (expressive &amp; dynamic terms) to performance of written music in treble &amp; bass clef</li> <li>• Improvise in a specific style</li> </ul> Standard 1.4- Critique & Aesthetics SWBAT... <ul style="list-style-type: none"> <li>• Explain emotional responses &amp; observations to diverse &amp; historically significant works of music</li> <li>• Distinguish different styles, trends, and musical movements</li> </ul>	Standard 1.1- Creative Process <ul style="list-style-type: none"> <li>• Period-period examples (classical vs. modern)</li> <li>• Genre examples (choral vs. rap)</li> <li>• Use discipline specific vocab to compare/contrast</li> </ul> Standard 1.2- History <ul style="list-style-type: none"> <li>• Timeline- major historical events + related musical movements</li> <li>• Use tech. to create own music</li> </ul> Standard 1.3- Performing <ul style="list-style-type: none"> <li>• Note naming review (treble/bass)</li> <li>• How does expression change the tone of music?</li> <li>• Dynamics</li> <li>• Experience different genres</li> </ul> Standard 1.4- Critique & Aesthetics <ul style="list-style-type: none"> <li>• Emotional reaction- what caused it and why?</li> <li>• Physical reaction- goosebumps, tears, heightened heart rate, etc</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> <li>Evaluate effectiveness of a piece of music due to the performer's proficiency and the work's content</li> <li>Diff. basic structures and proficiency</li> </ul>	
<b>Unit 3:</b>	10-12 weeks	<p>Standard 1.1- The Creative Process Expand previous standards</p> <p>Standard 1.2- History of the Arts &amp; Culture 1.2.8.A.3</p> <p>Standard 1.3- Performing Expand previous standards</p> <p>Standard 1.4- Aesthetic Responses &amp; Critique Methodology 1.4.8.A.2, 1.4.8.A.4, 1.4.8.A.6</p>	<p>Standard 1.1- Creative Process SWBAT...</p> <ul style="list-style-type: none"> <li>Compare/contrast structural form &amp; changes to elements of music in specific musical examples.</li> </ul> <p>Standard 1.2- History SWBAT...</p> <ul style="list-style-type: none"> <li>Analyze social, historical, political impact of artists on culture &amp; vice versa.</li> </ul> <p>Standard 1.3- Performing SWBAT...</p> <ul style="list-style-type: none"> <li>Apply music theory (expressive &amp; dynamic terms) to performance of written music in treble &amp; bass clef</li> <li>Improvise in a specific style</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics SWBAT...</p> <ul style="list-style-type: none"> <li>Explain emotional responses &amp; observations to diverse &amp; historically significant works of music</li> <li>Distinguish different styles, trends, and musical movements</li> <li>Evaluate effectiveness of a</li> </ul>	<p>Standard 1.1- Creative Process</p> <ul style="list-style-type: none"> <li>Period-period examples (classical vs. modern)</li> <li>Genre examples (choral vs. rap)</li> <li>Use discipline specific vocab to compare/contrast</li> </ul> <p>Standard 1.2- History</p> <ul style="list-style-type: none"> <li>Hold discussion/friendly debate about impact</li> </ul> <p>Standard 1.3- Performing</p> <ul style="list-style-type: none"> <li>Note naming review (treble/bass)</li> <li>How does expression change the tone of music?</li> <li>Dynamics</li> <li>Experience different genres</li> </ul> <p>Standard 1.4- Critique &amp; Aesthetics</p> <ul style="list-style-type: none"> <li>Emotional reaction- what caused it and why?</li> <li>Physical reaction- goosebumps, tears, heightened heart rate, etc</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>piece of music due to the performer's proficiency and the work's content</p> <ul style="list-style-type: none"><li>• Diff. basic structures and proficiency</li></ul>	