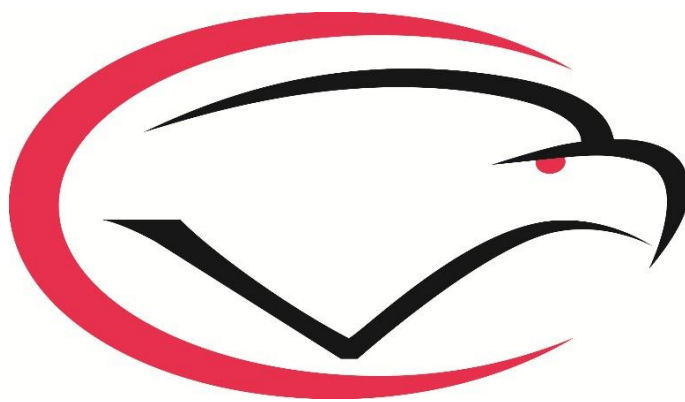


# Secondary Curriculum Maps



Cumberland Valley School  
District

Soaring to Greatness, Committed to  
Excellence

Middle School Music

## CVSD Secondary Curriculum Map ~ PA Academic Standard without Eligible Content

CV Priority Standard/PA Academic Standard	
Creating MU:Cr2.1.6b / 9.1 Production, Performance and Exhibition of Music	
Taught in Unit(s)	
Unit 1: 6th Grade	
Explanation/Example of the Standard	
Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.	
Big Idea(s)	Essential Question(s)
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<ul style="list-style-type: none"> <li>• How do musicians make creative decisions?</li> <li>• How do I compose music?</li> </ul>
Assessments	
See common rubrics for common assessment criteria.	
Concepts (what students need to know)	Skills (what students must be able to do)
Standard notation on treble and bass clef Rhythmic/melodic notation & phrases Harmony (Major chords, I & V) Major Scales Variations of AB form	<ul style="list-style-type: none"> <li>• Apply the knowledge of standard and/or iconic notation, rhythm, melody, and harmony to compose their own music.</li> </ul>

<b>CV Priority Standard/PA Academic Standard</b>	
Performing MU:Pr4.2.6b / 9.1 Production, Performance and Exhibition of Music MU:Pr6.1.6a / 9.1 Production, Performance and Exhibition of Music	
<b>Taught in Unit(s)</b>	
Unit 1: 6th Grade	
<b>Explanation/Example of the Standard</b>	
When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.  Perform the music with technical accuracy to convey the creator's intent.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<ul style="list-style-type: none"> <li>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time.</li> <li>Performers make interpretive decisions based on their understanding of context and expressive intent.</li> </ul>	<ul style="list-style-type: none"> <li>How do I perform rhythms?</li> <li>How do I perform melodies?</li> <li>How do I perform with expression?</li> <li>How do we improve our performance?</li> </ul>
<b>Assessments</b>	
See common rubrics for common assessment criteria.	
<b>Concepts (what students need to know)</b>	<b>Skills (what students must be able to do)</b>
Rhythm Pitch Articulation Dynamics Melodic and harmonic relationships	<ul style="list-style-type: none"> <li>Build and perform simple melodies and chords.</li> <li>Perform songs demonstrating accurate rhythms, pitch, articulation, and dynamics.</li> </ul>

<b>CV Priority Standard/PA Academic Standard</b>	
Responding MU:Re9.1.6a / 9.3 Critical Response, 9.4 Aesthetic Response	
<b>Taught in Unit(s)</b>	
Unit 1: 6th Grade	
<b>Explanation/Example of the Standard</b>	
Apply teacher provided criteria to evaluate musical works or performances.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<ul style="list-style-type: none"> <li>• How do I evaluate musical performances?</li> <li>• How do we improve our performance?</li> </ul>
<b>Assessments</b>	
See common rubrics for common assessment criteria.	
<b>Concepts (what students need to know)</b>	<b>Skills (what students must be able to do)</b>
Variations of AB form	<ul style="list-style-type: none"> <li>• Aurally identify AB form and its variations (ABBA, ABA, AABB, etc.)</li> <li>• Critically evaluate professional, personal and peer work.</li> </ul>

<b>CV Priority Standard/PA Academic Standard</b>	
Connecting MU:Cn11.1.6a / 9.2 Historical and Cultural Connections	
<b>Taught in Unit(s)</b>	
Unit 1: 6th Grade	
<b>Explanation/Example of the Standard</b>	
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	<ul style="list-style-type: none"> <li>How do I connect music to...(other arts, cultural connections, historical connections, etc.)?</li> </ul>
<b>Assessments</b>	
See common rubrics for common assessment criteria.	
<b>Concepts (what students need to know)</b>	<b>Skills (what students must be able to do)</b>
Variations of AB Form Varies based on repertoire	<ul style="list-style-type: none"> <li>Make connections between AB form (and its variations) and the social, cultural, and historical context in which it was written.</li> <li>Make connections between music that is performed and the social, cultural, and historical context in which it was written.</li> </ul>

## CVSD Secondary Curriculum Map ~ PA Academic Standard without Eligible Content

CV Priority Standard/PA Academic Standard	
Creating MU:Cr2.1.7b / 9.1 Production, Performance and Exhibition of Music	
Taught in Unit(s)	
Unit 2: 7th Grade.	
Explanation/Example of the Standard	
Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.	
Big Idea(s)	Essential Question(s)
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<ul style="list-style-type: none"> <li>• How do musicians make creative decisions?</li> <li>• How do I compose music?</li> <li>• How do I use recording technology to document my creative process?</li> </ul>
Assessments	
See common rubrics for common assessment criteria.	
Concepts (what students need to know)	Skills (what students must be able to do)
Standard and/or iconic notation Audio recording Rhythmic/melodic notation & phrases Four-chord harmonic progressions (I, V, vi, IV in G Major) Popular song forms	<ul style="list-style-type: none"> <li>• Apply the knowledge of standard and/or iconic notation, rhythm, melody, and harmony to compose their own music.</li> <li>• Use recording technology to compose and enhance their own music.</li> </ul>

<b>CV Priority Standard/PA Academic Standard</b>	
Performing MU:Pr4.2.7b / 9.1 Production, Performance and Exhibition of Music MU:Pr6.1.7a / 9.1 Production, Performance and Exhibition of Music	
<b>Taught in Unit(s)</b>	
Unit 2: 7th Grade.	
<b>Explanation/Example of the Standard</b>	
When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.  Perform the music with technical accuracy to convey the creator's intent.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<ul style="list-style-type: none"> <li>● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time.</li> <li>● Performers make interpretive decisions based on their understanding of context and expressive intent.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I perform rhythms?</li> <li>● How do I perform melodies?</li> <li>● How do I perform with expression?</li> <li>● How do we improve our performance?</li> </ul>
<b>Assessments</b>	
See common rubrics for common assessment criteria.	
<b>Concepts</b> <b>(what students need to know)</b>	<b>Skills</b> <b>(what students must be able to do)</b>
Rhythm Pitch Articulation Dynamics Melodic and harmonic relationships	<ul style="list-style-type: none"> <li>● Build and perform simple melodies and chords.</li> <li>● Perform songs demonstrating accurate rhythms, pitch, articulation, and dynamics.</li> </ul>





<b>CV Priority Standard/PA Academic Standard</b>	
Responding MU:Re9.1.7a / 9.3 Critical Response, 9.4 Aesthetic Response	
<b>Taught in Unit(s)</b>	
Unit 2: 7th Grade.	
<b>Explanation/Example of the Standard</b>	
Apply teacher provided criteria to evaluate musical works or performances.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<ul style="list-style-type: none"> <li>• How do I evaluate musical performances?</li> <li>• How do we improve our performance?</li> </ul>
<b>Assessments</b>	
See common rubrics for common assessment criteria.	
<b>Concepts (what students need to know)</b>	<b>Skills (what students must be able to do)</b>
Popular song form	<ul style="list-style-type: none"> <li>• Aurally identify popular song form (verse, chorus, bridge)</li> <li>• Critically evaluate professional, personal and peer work.</li> </ul>

<b>CV Priority Standard/PA Academic Standard</b>	
Connecting MU:Cn11.1.7a / 9.2 Historical and Cultural Connections	
<b>Taught in Unit(s)</b>	
Unit 2: 7th Grade	
<b>Explanation/Example of the Standard</b>	
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	<ul style="list-style-type: none"> <li>How do I connect music to...(other arts, cultural connections, historical connections, etc.)?</li> </ul>
<b>Assessments</b>	
See common rubrics for common assessment criteria.	
<b>Concepts (what students need to know)</b>	<b>Skills (what students must be able to do)</b>
<p>Popular song form</p> <p>Varies based on repertoire</p>	<ul style="list-style-type: none"> <li>Make connections between popular song form and the social, cultural, and historical context in which it was written.</li> <li>Make connections between music that is performed and the social, cultural, and historical context in which it was written.</li> </ul>

## CVSD Secondary Curriculum Map ~ PA Academic Standard without Eligible Content

CV Priority Standard/PA Academic Standard	
Creating MU:Cr2.1.8b / 9.1 Production, Performance and Exhibition of Music	
Taught in Unit(s)	
Unit 3: 8th Grade	
Explanation/Example of the Standard	
Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> </ul>	<ul style="list-style-type: none"> <li>• How do Musicians make creative decisions?</li> <li>• How do I compose music?</li> </ul>
Assessments	
See common rubrics for common assessment criteria.	
Concepts (what students need to know)	Skills (what students must be able to do)
Standard and/or iconic notation Audio recording Rhythmic/melodic notation & phrases Four-chord harmonic progressions Popular song forms	<ul style="list-style-type: none"> <li>• Apply the knowledge of standard and/or iconic notation, rhythm, melody, and harmony to compose their own music.</li> <li>• Use recording technology to compose and enhance their own music.</li> </ul>

<b>CV Priority Standard/PA Academic Standard</b>	
Performing MU:Pr4.2.8a / 9.1 Production, Performance and Exhibition of Music MU:Pr6.1.8a / 9.1 Production, Performance and Exhibition of Music	
<b>Taught in Unit(s)</b>	
Unit 3: 8th Grade	
<b>Explanation/Example of the Standard</b>	
Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.  Perform the music with technical accuracy to convey the creator's intent.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<ul style="list-style-type: none"> <li>● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time.</li> <li>● Performers make interpretive decisions based on their understanding of context and expressive intent.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I perform rhythms?</li> <li>● How do I perform melodies?</li> <li>● How do I perform with expression?</li> <li>● How do we improve our performance?</li> </ul>
<b>Assessments</b>	
See common rubrics for common assessment criteria.	
<b>Concepts</b> <b>(what students need to know)</b>	<b>Skills</b> <b>(what students must be able to do)</b>
Rhythm Pitch Articulation Dynamics	<ul style="list-style-type: none"> <li>● Build and perform simple melodies and chords.</li> <li>● Perform songs demonstrating accurate rhythms, pitch, articulation, and dynamics.</li> </ul>

Melodic and harmonic relationships	
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Varied Forms	
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<b>CV Priority Standard/PA Academic Standard</b>	
Responding MU:Re9.1.8a / 9.3 Critical Response, 9.4 Aesthetic Response	
<b>Taught in Unit(s)</b>	
Unit 3: 8th Grade	
<b>Explanation/Example of the Standard</b>	
Apply teacher provided criteria to evaluate musical works or performances.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<ul style="list-style-type: none"> <li>• How do I evaluate musical performances?</li> <li>• How do we improve our performance?</li> </ul>
<b>Assessments</b>	
See common rubrics for common assessment criteria.	
<b>Concepts (what students need to know)</b>	<b>Skills (what students must be able to do)</b>
Popular song form	<ul style="list-style-type: none"> <li>• Aurally identify popular song form (verse, chorus, bridge)</li> <li>• Critically evaluate professional, personal and peer work.</li> </ul>

CV Priority Standard/PA Academic Standard	
Connecting MU:Cn11.1.8a / 9.2 Historical and Cultural Connections	
Taught in Unit(s)	
Unit 3: 8th Grade	
Explanation/Example of the Standard	
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Big Idea(s)	Essential Question(s)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	<ul style="list-style-type: none"> <li>How do I connect music to...(other arts, cultural connections, historical connections, etc.)?</li> </ul>
Assessments	
See common rubrics for common assessment criteria.	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Popular song form</p> <p>Varies based on repertoire</p>	<ul style="list-style-type: none"> <li>Make connections between popular song form and the social, cultural, and historical context in which it was written.</li> <li>Make connections between music that is performed and the social, cultural, and historical context in which it was written.</li> </ul>