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| **Content Area** | | Music | | | | **Grade Level** | 8th Grade | | |
| **Course Name/Course Code** | |  | | | | | | | |
| **Standard** | **Generalist Pathway Grade Level Expectations (GLE)** | | | **Performance Pathway Grade Level Expectations (GLE)** | | | | | |
| Expression  of Music | 1. Present music expressively using appropriate technology | | MU09-HSGP-S.1-GLE.1 | 1. Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 3 on the difficulty rating scale | | | | | MU09-HSPP-S.1-GLE.1 |
| 1. Demonstrate informed participation in music-making activities | | MU09-HSGP-S.1-GLE.2 | 1. Perform music accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale | | | | | MU09-HSPP-S.1-GLE.2 |
| 1. Participate appropriately as an ensemble member while performing music at the minimal level of 3 on the difficulty rating scale | | | | | MU09-HSPP-S.1-GLE.3 |
| 1. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits | | | | | MU09-HSPP-S.1-GLE.4 |
| Creation  of Music | 1. Extended improvisation over varied harmonic progressions | | MU09-HSGP-S.2-GLE.1 | 1. Improvise a stylistically appropriate vocal or instrumental solo over a given harmonic progression | | | | | MU09-HSPP-S.2-GLE.1 |
| 1. Create original music, or arrange the music of others, using appropriate technology | | MU09-HSGP-S.2-GLE.2 | 1. Compose complex music in several distinct styles | | | | | MU09-HSPP-S.2-GLE.2 |
| 1. Arrange selections for voices and/or instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music | | | | | MU09-HSPP-S.2-GLE.3 |
| Theory  of Music | 1. Discernment of musical elements | | MU09-HSGP-S.3-GLE.1 | 1. Improvise a stylistically appropriate vocal or instrumental solo over a given harmonic progression | | | | | MU09-HSPP-S.3-GLE.1 |
| 1. Classification by genre, style, historical period, or culture | | MU09-HSGP-S.3-GLE.2 | 1. Compose complex music in several distinct styles | | | | | MU09-HSPP-S.3-GLE.2 |
| 1. Arrange selections for voices and/or instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music | | | | | MU09-HSPP-S.3-GLE.3 |
| Aesthetic Valuation  of Music | 1. Practice of appropriate behavior during cultural activities | | MU09-HSGP-S.4-GLE.1 | 1. Practice of appropriate behavior during cultural activities | | | | | MU09-HSPP-S.4-GLE.1 |
| 1. Knowledge of available musical opportunities for continued musical growth and professional development | | MU09-HSGP-S.4-GLE.2 | 1. Evaluation of the quality and effectiveness of musical performances | | | | | MU09-HSPP-S.4-GLE.2 |
| 1. Development of criteria-based aesthetic judgment of artistic process and products in music | | MU09-HSGP-S.4-GLE.3 | 1. Development of criteria-based aesthetic judgment of artistic process and products in music | | | | | MU09-HSPP-S.4-GLE.3 |
| 1. Informed judgments through participation, performance, and the creative process | | MU09-HSGP-S.4-GLE.4 | 1. Knowledge of available musical opportunities for continued musical growth and professional development | | | | | MU09-HSPP-S.4-GLE.4 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | | | The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy. | | | | | |
| **Unit Titles** | | | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |