



## AAC Performing Arts Scope and Sequence

| Quarter 1   | Quarter 2  | Quarter 3   | Quarter 4   |
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| <b>Middle School</b>  |  |   |   |
| <p><b>Unit: Singing Fundamentals</b></p> <p><i>Standards: Singing independently and with others, a varied repertoire of music.</i></p> <ul style="list-style-type: none"> <li>- Sing on pitch within the appropriate singing range</li> <li>- Sing on pitch in rhythm while applying a steady beat</li> <li>- Sing demonstrating proper posture and breathing</li> <li>- Sing demonstrating proper vocal technique</li> <li>- Sing expressively utilizing dynamics and phrasing</li> <li>- Sing in groups in response to gestures of a conductor</li> </ul> <p><b>Learning Targets</b> – I can: Exhibit proper breathing while singing and performing Perform with proper</p> | <p><b>Unit: Producing the Production</b></p> <p><i>Standards: Designing and building environments for informal and formal presentations</i></p> <ul style="list-style-type: none"> <li>- Develop and implement costume and makeup designs for a structured theatrical production</li> <li>- Apply design concepts (line, color, space, shape, texture) to design a set that communicates locale and mood for a theatrical production</li> <li>- Construct scenery and props appropriate to the setting of theatrical production</li> </ul> <p><b>Learning Targets</b> - I can: Identify various genres and historical periods of theater. Compare and contrast various genres and historical periods of theater. Identify and discuss ways that various cultures contribute to the</p> | <p><b>Unit: Creating a Dance</b></p> <p><i>Standards: Differentiate and perform dance movements that are simultaneous, successive or sequential.</i></p> <ul style="list-style-type: none"> <li>-Implement movement created from a variety of stimuli to develop an original dance study.</li> <li>-Explore various movement genres through the elements of dance.</li> <li>-Identify and select personal preferences to create an original dance study.</li> </ul> | <p><b>Unit: Creating a Band</b></p> <p><i>Standards: to develop ensemble skills and to further technique on a given instrument</i></p> <ul style="list-style-type: none"> <li>- understand the process of developing a good basic sound/tone on an instrument, including posture, breath support, breath control, and instrument maintenance</li> <li>-understand the role that breath, posture and breath support play in endurance and health</li> <li>-understand and apply the elements of music, including pitch, rhythm, tempo, dynamics and articulation</li> </ul> <p><b>Learning Targets</b> - I can: Create and perform music using a variety of instruments.</p> <p><b>Suggested Formative Assessments:</b> Teacher observation of students as they engage in playing instruments.</p> |

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| <p>balance within a choir</p> <p><b>Suggested Formative Assessments:</b> Responds to questioning during whole group instruction Informal assessment during class when students are rehearsing Exit tickets Journals</p> <p><b>Summative Assessments:</b><br/>Complete performance task<br/>Participation in choral group and/or musical ensemble Create lyrics that communicate the events of the Capturing of the Flag</p> | <p><b>Suggested Formative Assessments:</b> Teacher observation of students as they engage in dramatic activities. Checklists Questioning Compare and contrast the similarities &amp; differences of a straight play vs. a musical using a Venn Diagram.</p> <p><b>Suggested Summative Assessments:</b> Design the set for a one-act play. Choose one mode of publicizing a play, make an oral or visual presentation of your promotion. Design a relevant costume and make-up plan for a character in the performance.</p> | <p><b>Learning Targets - I can:</b> Create and perform phrases using choreographic devices. Differentiate and perform dance movements that are simultaneous, successive or sequential.</p> <p><b>Suggested Formative Assessments:</b> Visual assessments, on-going skill assessments, discussion questions, and quizzes</p> <p><b>Suggested Summative Assessments:</b> Multiple standards assessed using a rubric through a dance performance</p> | <p><b>Suggested Summative Assessments:</b> Complete performance task. Participation in band ensemble.</p>   |
| <p><b>Unit: Kodaly method</b></p> <p>Objectives: to learn and understand music through the experience of singing, giving direct access to the world of music without the technical problems involved with the use of an instrument.<br/>-to sing in tune, combined with extensive physical movement to</p>  | <p><b>Unit: Bucket drumming</b></p> <p>Objectives: to allow students creativity in composition and notating through the exploration of the bucket drumming.<br/>-Learn to make different sounds with informal instruments<br/>-play rhythms to accompany modern tracks<br/>- compose music patterns</p>  | <p><b>Unit : Beatboxing and rhythm</b></p> <p><i>Objectives: to introduce a specific percussion instrument</i><br/>-To teach the beatbox technique to mimic that instrument<br/>- to reviews a rhythm concept<br/>- to provide exercises to practice the beatbox skills using those specific rhythms.</p>   | <p><b>Unit: Exploring /rhythm and culture through percussion</b></p> <p>Objectives: to improvise simple rhythmic and melodic accompaniments<br/>-Use a variety of traditional and nontraditional sound sources when arranging, and improvising<br/>-Analyze the uses of elements of music in aural examples representing diverse genres and</p> |

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| <p>develop timing and rhythmic competence<br/>-to use the tools of relative solfa, rhythm names and hand signs</p> <p><b>Unit: Composing melody and Rhythm with Chrome Music Lab.</b></p> <p>Objectives:<br/>-Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm pattern<br/>- Create, perform and record compositions by selecting and organizing sounds, silence, tempo and volume<br/>- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community</p> | <p><b>Unit: Music in Africa</b></p> <p>Objectives: to gain a basic understanding of music and its uses in the continent of Africa and its 5 regions.<br/>-to experience a variety of Africa's music and reflect on it in their journals.<br/>-to experience and play traditional rhythms on percussion instruments.<br/>- to compose their own piece using traditional African instruments</p> | <p><b>Unit: Music in the movies</b></p> <p>Objectives:<br/>-to gain a basic understanding of the main techniques used by composers of film scores.<br/>-to come to know the most prominent composers and some of their most famous pieces/film scores.</p>  | <p>cultures.<br/>-Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p> <p><b>Unit: listening maps</b></p> <p>Objectives:<br/>-to listen and identify the following aspects of music: high/low, fast/slow, loud/soft, steady beat, rhythm, and form.<br/>- to transfer these skills to both assembling and creating listening maps in cooperative learning groups for various pieces</p> |
| <p><b>Unit: Rock history</b></p> <p>Objectives:<br/>-to learn about the origin of rock and how it has changed and developed since its conception.<br/>-to complete listening journals from a new decade and engage in a PowerPoint/discussion of that particular decade.<br/>-partake in a group project: creating a rock song, recording a radio broadcast, creating a "best of" album, etc.</p>   | <p><b>Unit: Dark Side of the Rainbow</b></p> <p>Objectives:<br/>-to watch and understand the sync between the movie The Wizard of Oz and Pink Floyd's rock album The Dark Side of the Moon.<br/>-to write an essay response as to whether or not they believe the sync was done on purpose or if everything is a coincidence.</p>  | <p><b>Unit: Rap music</b></p> <p>Objectives:<br/>-to learn about the origin of rap and how it has changed and developed since its conception.<br/>-to partake in a group project.<br/>-to write rap lyrics and then use BandLab to create a background track for their rap.<br/>-to practice live performances skills</p> | <p><b>Unit: Music careers</b></p> <p>Objectives:<br/>-To research the different careers available in the music business and engage in a brief study on the requirements and tasks of one particular job.<br/>-to present their findings to the class so all can be informed of different careers.</p>  |

## High School

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| <p><b>Unit: Elements of music</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-To explore musical elements</li> <li>-To learn the ways composers and performers incorporate these elements for expressive purposes</li> <li>-To be able to verbalize their own thinking, ideas and opinions of music</li> <li>-To discover personal preferences in music</li> </ul> | <p><b>Unit: Genres of music</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-to learn about various music styles including but not limited to: jazz, rock, pop, reggie, classical</li> <li>-to compare/contrast music of differing styles</li> <li>-to identify the key features of each musical style</li> </ul> | <p><b>Unit: Historical Impact Black People have on Music</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-To understand the influence that black people have had on western music</li> <li>-To identify some famous black musicians and musical artists</li> <li>-to understand how music has evolved over the last century</li> <li>-to evaluate the influence of black culture in modern music</li> </ul> | <p><b>Unit: Popular Music of the 20th and 21st centuries.</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-To explore the meaning of musical theatre and to develop listening and performing skills.</li> <li>-To learn about the typical instrumentation and styles of 1960s rock bands.</li> <li>-To develop your understanding of and evaluate the importance of music in computer games.</li> <li>-To learn about popular music styles from the 1990s to present including how technology has been used, the impact of reality TV and various styles of club dance music.</li> </ul> |
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| <p><b>Unit: Music technology</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-To learn about DAW technology</li> <li>-To create music</li> <li>-To allow for the construction of tracks, bringing numerous tracks together</li> </ul> | <p><b>Unit: Create Music themed podcast</b></p> <ul style="list-style-type: none"> <li>-to research and create a unique music podcast episode based on a topic of their choosing</li> <li>-to develop a music related topic, research</li> <li>-to integrate music education with digital media literacy</li> </ul> | <p><b>Unit: "Hamilton: an American Musical"</b></p> <ul style="list-style-type: none"> <li>-to overview the historical background of the musical</li> <li>-to analyze the characters</li> <li>-to listen and analyze the music</li> <li>-to promote social studies inquiry through music</li> </ul> | <p><b>Unit: High school chorus</b></p> <ul style="list-style-type: none"> <li>-to sing with proper technique using solfege or in 2-4 part harmony</li> <li>- to sing in a variety of musical genres, styles, and languages</li> <li>-to create vocal or instrumental music through improvisation, composition, and music technology</li> <li>-to perform as a group in front of an audience</li> </ul> |
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| <p><b>Unit: Music Theater</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-to understand the meaning and background of musical theater</li> <li>-to identify and create musical tactics and interpretation of a song</li> <li>-stage original musicals by planning and rehearsing the movement for the dialogue</li> </ul> | <p><b>Unit: Jazz</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-to gain a basic understanding of why jazz is included in the study of American history/social science</li> <li>-to listen to portions of several recordings from The Instrumental History of Jazz</li> <li>-to gain a fundamental understanding of what jazz is (and what it is not); how, where, and by whom it originated; musics it has influenced (and been influenced by); and its universal appeal</li> </ul> | <p><b>Unit: Rap and Hip hop</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-to understand how the genre started, who was involved and some of the vocal techniques used</li> <li>-to understand how to create a simple rhyming rap song based on a given structure</li> <li>-to understand how to use each of the musical elements in their work</li> </ul> | <p><b>Unit: Latin music</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-To perform a samba rhythm on unpitched percussion</li> <li>-To perform the tango 'Por Una Cabeza' on unpitched percussion or keyboards (rhythm only, bass line or chords, depending on ability)</li> <li>-To listen to a variety of sambas and tango</li> </ul> |
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