

6th – 8th Grade MUSIC Scope and Sequence

6th Grade		7th Grade		8th Grade	
Unit Name	Weeks	Unit Name	Weeks	Unit Name	Weeks
Unit 1 - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent		Unit 1 - Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent		Unit 1 - Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent	
Unit 2 – Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and that convey expressive intent		Unit 2 – Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent		Unit 2 – Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and that convey expressive intent	
Unit 3 – Use standard notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas		Unit 3 – Use standard notation and/or audio visual recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences		Unit 3 – Use standard notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences	
Unit 4 – Evaluate one's own work, applying teacher-provided criteria		Unit 4 – Evaluate one's own work, applying selected criteria such as appropriate		Unit 4 – Evaluate one's own work by selecting and applying criteria including	

such as application of selected elements of music and use of sound sources		application of elements of music including style, form, and use of sound sources		appropriate application of compositional techniques, style, form and use of sound sources	
Unit 5 – Describe the rationale for making revisions to the music based on evaluation criteria and teacher feedback		Unit 5 – Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers)		Unit 5 – Describe the rationale for refining work by explaining the choices, based on evaluation criteria	
Unit 6 – Present the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending and to convey expressive intent		Unit 6 – Present the final version of one's documented personal composition, song, or arrangement using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent		Unit 6 – Present the final version of one's documented personal composition, song or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension, and release and balance to convey expressive intent	
Unit 7 -- Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.		Unit 7 -- Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each		Unit 7 -- Explain how understanding the structure and the elements of music are used in music selected for performance	
Unit 8 -- When analyzing selected music, read, identify, and perform standard symbols for		Unit 8 -- When analyzing selected music in treble and bass clef, read, identify, and perform standard symbols		Unit 8 -- When analyzing selected music, sightread in treble or bass clef simple	

rhythm, pitch, articulation, dynamics, and harmonic progression		for rhythm, pitch, articulation, dynamics, tempo, form, and harmonic progression		rhythmic, melodic, and/or harmonic notation	
Unit 9 -- Identify how cultural and historical context inform performances		Unit 9 --Identify how cultural and historical context inform performances and result in different music interpretations		Unit 9 --Identify how cultural and historical context inform performances and result in different musical effects	
Unit 10 -- Perform a selected piece of music demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent		Unit 10 -- Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent		Unit 10 --Perform contrasting pieces of music demonstrating, as well as explaining, how the music's intent is conveyed by interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing)	
Unit 11 --Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform		Unit 11 -- Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform		Unit 11 -- Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) and determine when the music is ready to perform	

Unit 12 -- Perform the music with technical accuracy to convey the creator's intent		Unit 12 -- Perform music with technical accuracy and stylistic expression to convey the creator's intent		Unit 12 -- Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent	
Unit 13 -- Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose		Unit 13 -- Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context		Unit 13 -- Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style	
Unit 14 -- Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose		Unit 14 -- Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose		Unit 14 -- Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose	
Unit 15 -- Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and the context (such as personal and social)		Unit 15 -- Demonstrate and explain how responses to music are informed by the structure, the use of elements of music, and context (such and social and cultural)		Unit 15 -- Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such and social and cultural)	
Unit 16 -- Identify the context of music from a variety of genres, cultures, and historical periods		Unit 16 -- Identify and compare the context of music from a variety of genres, cultures, and historical periods		Unit 16 -- Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods	
Unit 17 -- Describe a personal interpretation of how		Unit 17 -- Describe a personal interpretation of contrasting		Unit 17 -- Support personal interpretation of contrasting	

creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent		works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent		programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent	
Unit 18 --Apply teacher-provided criteria to evaluate musical works or performances		Unit 18 -- Select from teacher-provided criteria to evaluate musical works or performances		Unit 18 -- Apply appropriate personally developed criteria to evaluate musical works or performances	
Unit 19 -- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music		Unit 19 -- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music		Unit 19 --Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
Unit 20 -- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life		Unit 20 -- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life		Unit 20 -- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	
				Unit 21 -- General Music Classes and Vocal and Instrumental Performance Classes: Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality expression/phrasing rhythmic accuracy pitch accuracy part acquisition	

				blend/balance diction/articulation style posture/stage presence	
				Unit 22 -- General Music Classes: Demonstrate the ability to distinguish between quality and non-quality performance through listening Vocal and Instrumental Performance Classes: Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, selfassessment, and offer suggestions for improvement	
				Unit 23 --General Music/Vocal and Instrumental Performance Classes: Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures Discuss ways that each of the arts can enhance understanding and communication globally	
				Unit 24 --General Music/Vocal and Instrumental Performance Classes: Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music Explain the importance of group participation, perseverance, and commitment in musical and nonmusical settings. Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between	

				interpreting music notation and interpreting written language)	
				Unit 25 -- General Music Classes: Identify music from various styles and historical periods by comparing and contrasting selected elements of music Jazz *Orchestral Classical/ contemporary American/world Musical Theater Vocal and Instrumental Performance Classes: Identify genre or style from various historical periods through listening to selected ensemble repertoire	
				Unit 26 --General Music Classes: Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples Vocal and Instrumental Performance Classes: Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples	
				Unit 27 -- Describe the function of music in various settings and cultural events Attend and describe live musical experiences	
				Unit 28 -- Compare and contrast a variety of music and music-related vocations and avocations	