

Lake Mills School District

Year at a Glance Scope and Sequence for Music

Overarching Goal of the Curricular Area: Students are able to effectively create, perform, and understand music for a variety of purposes.

Orchestra Grade 5

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Informance/Recruiting Concert	<ul style="list-style-type: none"> -Introducing the instrument families to 4th grade. Band & Orchestra options presented -Students are able to perform together in an ensemble a variety of repertoire 	<p>A high quality musical performance goes beyond the notes on the page.</p> <p>-Playing an instrument is a fundamental & universal form of expression that requires active listening skills & physical production.</p>	<p>How can we learn to listen & stay together as a large group?</p> <p>What is the difference between the Band and Orchestra instruments?</p> <p>What does a typical Orchestra rehearsal look like?</p>
Instrument Families	<ul style="list-style-type: none"> - Learning the basic string brass, woodwind, and percussion instrument families - Recognizing instruments by sight and by ear 	<p>Playing a musical instrument is a fundamental & universal form of expression that requires active listening skills & physical production</p>	<p>What is the difference between the Band and Orchestra instruments?</p> <p>How do instruments produce sound?</p>
Mozart	<ul style="list-style-type: none"> -Exposure to music of the Classical era and Mozart - Learning about Mozart's life and how 	<p>Mozart's music is respected and enjoyed by everyone regardless of their musical training.</p> <p>Mozart is one of the most popular composers in history, and he is seen as an icon of the Classical Era.</p>	<p>Why does Mozart's music still endure after centuries?</p> <p>How does music reflect history and culture?</p> <p>What is a composer?</p>

	musicians lived back then		
Rhythm	-Counting aloud, clapping, writing in counting, drawing notes from rhythmic dictation (whole notes – sixteenth)	Rhythm and pulse are important to humanity. Keeping a steady tempo is important in music performance.	How is music read and notated? How are rhythm and tempo different?
Method Book (5 th grade)	Introduce new music concepts: tone production, reading notation, ensemble playing	Reading music and performing on an instrument enables students to comprehend and express the universal language of music. Music is an important component of the historical and cultural development of humankind.	How is music notated and read? How does music relate to other areas?

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Orchestra Grade 6

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Concert	Students are able to perform together in an ensemble a variety of repertoire (for the public).	<p>A high quality musical performance goes beyond the notes on the page.</p> <p>Playing an instrument is a fundamental & universal form of expression that requires active listening skills & physical production.</p>	<p>How can we stay together as a large group?</p> <p>What is the purpose of performing?</p> <p>How does a concert compare to other assessments?</p>
Solo & Small Ensemble Performance	Students are able to perform together or alone for an adjudicator and the peers/parents.	<p>Performing alone and in small groups enhances students' musicianship.</p> <p>Being alone on a part requires more accountability.</p> <p>Receiving individualized feedback can help students grow as musicians.</p>	<p>How do we perform together one on a part?</p> <p>How do we play together without a conductor?</p> <p>How do we evaluate a performance?</p>
Nutcracker Ballet & Concert Behavior (6 th)	Students will learn about Tchaikovsky, ballet terms, proper event audience behavior, and the Nutcracker story.	<p>A high quality musical performance goes beyond the notes on the page.</p> <p>Playing an instrument is a fundamental & universal form of expression that requires active listening skills & physical production.</p>	<p>How does the music in a ballet help tell the story?</p> <p>How is a story told through dance and music (without words)?</p> <p>Why does music written over 200 years ago still get regular performances?</p>
Improvisation	Introduce new music concepts: alternative	Improvisation enables students to be creative and make music instantly.	<p>Why take the time away from concert music?</p> <p>How can we learn to listen to a soloist within</p>

	tone production, playing by ear, special affect /sounds	Improvisation exposes one to new ideas and requires focus, timing, and spontaneity.	a large group?
Music styles: Impressionist, Rock, Jazz, Baroque, etc. (MS/HS)	<p>Students are able to perform together in an ensemble a variety of repertoire (for the public).</p> <p>Students can assess a variety of styles, and make connections (i.e. chord progressions are similar in pop and Classical music).</p>	<p>Musicianship is developed through listening to and analyzing music.</p> <p>Music is an art form that reflects style, culture, and trends.</p>	<p>What criteria can be used to evaluate the quality of a music performance or composition?</p> <p>How does music reflect history and culture?</p>

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Orchestra Grade 7 & 8

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Music styles: Impressionist, Rock, Jazz, Baroque, etc. (MS/HS)	<p>Students are able to perform together in an ensemble a variety of repertoire (for the public).</p> <p>Students can assess a variety of styles, and make connections (i.e. chord progressions are similar in pop and Classical music).</p>	<p>Musicianship is developed through listening to and analyzing music.</p> <p>Music is an art form that reflects style, culture, and trends.</p>	<p>What criteria can be used to evaluate the quality of a music performance or composition?</p> <p>How does music reflect history and culture?</p>
Concert	Students are able to perform together in an ensemble a variety of repertoire (for the public).	<p>A high quality musical performance goes beyond the notes on the page.</p> <p>Playing an instrument is a fundamental & universal form of expression that requires active listening skills & physical production.</p>	<p>How can we stay together as a large group?</p> <p>What is the purpose of performing?</p> <p>How does a concert compare to other assessments?</p>
Solo & Small Ensemble Performance	Students are able to perform together or alone for an	<p>Performing alone and in small groups enhances students' musicianship.</p> <p>Being alone on a part requires</p>	<p>How do we perform together one on a part?</p> <p>How do we play together without a conductor?</p>

	<p>adjudicator, peers, parents, etc.</p> <p>Students can build confidence and musicianship through this experience.</p>	<p>more accountability.</p> <p>Receiving individualized feedback can help students grow as musicians.</p>	<p>How do we evaluate a performance?</p>
<p>Improvisation</p>	<p>Introduce new music concepts: alternative tone production, playing by ear, special affect /sounds</p>	<p>Improvisation enables students to be creative and make music instantly.</p> <p>Improvisation exposes one to new ideas and requires focus, timing, and spontaneity.</p>	<p>Why take the time away from concert music?</p> <p>How can we learn to listen to a soloist within a large group?</p>

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Orchestra (Grades 9-12)

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Music styles: Impressionist, Rock, Jazz, Baroque, etc.	Students are able to perform together in an ensemble a variety of repertoire (for the public). Students can assess a variety of styles, and make connections (i.e. chord progressions are similar in pop and Classical music).	<p>Musicianship is developed through listening to and analyzing music.</p> <p>Music is an art form that reflects style, culture, and trends.</p>	<p>What criteria can be used to evaluate the quality of a music performance or composition?</p> <p>How does music reflect history and culture?</p>
Concert	Students are able to perform together in an ensemble a variety of repertoire (for the public).	<p>A high quality musical performance goes beyond the notes on the page.</p> <p>Improvisation enables students to be creative and make music instantly.</p> <p>Improvisation exposes one to new ideas and requires focus, timing, and spontaneity.</p> <p>Playing an instrument is a fundamental & universal form of expression that requires</p>	<p>How can we stay together as a large group?</p> <p>What is the purpose of performing?</p> <p>How does a concert compare to other assessments?</p>

		active listening skills & physical production.	
Solo & Small Ensemble Performance	<p>Students are able to perform together or alone for an adjudicator, peers, parents, etc.</p> <p>Students can build confidence and musicianship through this experience.</p>	<p>Performing alone and in small groups enhances students' musicianship.</p> <p>Being alone on a part requires more accountability.</p> <p>Receiving individualized feedback can help students grow as musicians.</p>	<p>How do we perform together one on a part?</p> <p>How do we play together without a conductor?</p> <p>How do we evaluate a performance?</p>
Improvisation	<p>Introduce new music concepts: alternative tone production, playing by ear, special affect /sounds</p>	<p>Improvisation enables students to be creative and make music instantly.</p> <p>Improvisation exposes one to new ideas and requires focus, timing, and spontaneity.</p> <p>Improvisation can be a springboard for composition.</p>	<p>Why take the time away from concert music?</p> <p>How can we learn to listen to a soloist within a large group?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for Middle School Band

Overarching Goal of the Curricular Area: Students are able to effectively create, perform, and understand music for a variety of purposes.

Band Grades 5-8

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Method Book Block 1	Review past concepts, introduce new ideas, re-focus the band sound	<p>Reading and notating music enable students to comprehend and express the universal language of music.</p> <p>Composing and improvising are creative activities that explore and connect ideas with symbols, sound patterns and musical elements.</p> <p>Music is connected to all other academic disciplines.</p> <p>Music is an important element of the historical and cultural record of humankind.</p>	<p>How is organized music created and improvised?</p> <p>How is music read and notated?</p> <p>How does music relate to other subject areas?</p> <p>How does music reflect history and culture?</p>
Winter Concert	Students will perform traditional and contemporary band repertoire effectively	<p>Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.</p> <p>Musicianship is developed through listening to and analyzing music.</p> <p>Music is a living art form that can be evaluated in different ways.</p>	<p>How does a musician play effectively in an ensemble?</p> <p>How can the characteristics of music be analyzed and described?</p> <p>What criteria can be used to evaluate the quality of a music performance or composition?</p>
Method Book Block 2	Introduce new concepts	<p>Reading and notating music enable students to comprehend and express the universal language of music.</p> <p>Composing and improvising are creative activities that explore and connect ideas with symbols, sound patterns</p>	<p>How is organized music created and improvised?</p> <p>How is music read and notated?</p> <p>How does music relate to other subject areas?</p>

		<p>and musical elements.</p> <p>Music is connect to all other academic disciplines.</p> <p>Music is an important element of the historical and cultural record of humankind.</p>	<p>How does music reflect history and culture?</p>
<p>Solo & Ensemble (Grades 6 through 8)</p>	<p>Students will perform alone or in small groups to enhance their musicianship</p>	<p>Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.</p> <p>Reading and notating music enable students to comprehend and express the universal language of music.</p>	<p>How do I perform without a conductor?</p> <p>What challenges exist when performing alone or in small groups that are absent in the large ensemble?</p> <p>How can the characteristics of music be analyzed and described?</p> <p>What criteria can be used to evaluate the quality of a music performance or composition?</p>
<p>Spring Concert</p>	<p>Students will perform traditional and contemporary band repertoire effectively</p>	<p>Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.</p> <p>Musicianship is developed through listening to and analyzing music.</p> <p>Music is a living art form that can be evaluated in different ways.</p>	<p>How does a musician play effectively in an ensemble?</p> <p>How can the characteristics of music be analyzed and described?</p> <p>What criteria can be used to evaluate the quality of a music performance or composition?</p>
<p>Parade Music (Grades 6 through 8)</p>	<p>Students learn marching techniques, and the connection between music and the community</p>	<p>Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.</p> <p>Music is an important element of the historical and cultural record of humankind.</p>	<p>How does a musician play effectively in an ensemble?</p> <p>How does music reflect history and culture?</p>

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Band Grades 9-12

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Marching Band	Students will learn marching techniques, and the connection between music and the community.	<p>Music enhances community experience.</p> <p>Music is a vital part of our history.</p> <p>Technique is essential to quality visual performance.</p>	<p>How does music performance fit into community events?</p> <p>How can we pay respect to our past?</p> <p>How do we execute precision movements in unison?</p>
Concert Band	Students will perform traditional and contemporary band repertoire effectively.	<p>Music is composed of several different elements.</p> <p>All musicians are important to an effective performance.</p> <p>Playing an instrument is a fundamental and universal form of expression which requires active listening skills and physical production.</p>	<p>How does a musician play effectively in a large ensemble?</p> <p>What are the elements of music?</p> <p>How does one musician contribute to a large ensemble?</p>
Pep Band	Students will support athletic events in the Lake Mills Community	<p>Music influences the mood of an event.</p> <p>Every section of the ensemble is a vital part of a composition.</p>	<p>How does music affect an event?</p> <p>Why are all sections important to a quality performance?</p>
Solo Ensemble	Students will perform solo or in small groups to enhance their musicianship.	<p>Solo and small ensemble performance requires a different type of musical awareness.</p> <p>Being alone on your part requires much more accountability.</p>	<p>How do I play with no director/conductor?</p> <p>What challenges exist performing one to a part or solo?</p>

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9-12 Basic/Intermediate Guitar

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Introduction to your instrument	Students will learn the basic structures and functions of the guitar.	Chords are composed of several pitches. Individual pitches create melodies. Tuning is essential to quality guitar performance.	How does providing a chordal accompaniment enhance a piece of music? How does understanding the structure of your instrument affect your musicianship? How do the notes of a melody interact to create emotion?
Creativity	Students will be aware of the influences and experiences that shape many art forms.	Anyone can be creative. Culture and experience shape our creative output. Imitation and copying are important steps in developing the creative process.	Do covers/copying take any creativity? How do I write a song?
Transposition Key Areas	Students will identify chord progressions and different key areas.	Certain chord progressions are very prevalent. How a melody interacts with a chord progression gives a song its unique identity. Transposing a song can make it more singable.	Why do some songs sound so similar? How can transposition aid performance? How are similar progressions changed for dramatic effect?
Blues/Improvisation	Students will improvise basic melodies to blues progressions using pentatonic scales.	Blues is the basis for many musical styles. Improvisation has nearly no limits, only the chords themselves limit you.	How can I structure an improvised solo? How can I take risks and creatively express myself through improv?
Advanced Techniques	Students will extend their technique to include barre chords, scales, fingerpicking, etc.	Fingerstyle guitar adds variety to playing chords. Barre chords are all variations on root position shapes. Scales are the building blocks of harmony.	How do chords relate to each other? What are scales? What can make block chords more interesting?