

| GBCS Curriculum Guide |        |      | GRADE:  |   | SUBJECT:         |   |           |             |
|-----------------------|--------|------|---|---|------------------|---|-----------|-------------|
| Topic                 | Pacing | Unit | Standards   | Enduring Understandings & Essential Questions   | Learning Targets | Vocabulary/Concepts   | Materials | Assessments |
|                       |        |      | <b>M.I.HS.1</b> Sing and play with expression and technical accuracy a large and varied repertoire of vocal and instrumental literature with a moderate level of difficulty, including some selections performed from memory. (21st Century Skills: I.3, I.4, I.5, I.6, II.1, II.7, III.3, III.4, III.10) | Music has both technique and expressive qualities, which are both intrinsic to the performance of music.  |                  | Articulations, dynamics, technique, tone  |           |             |
|                       |        |      | <b>M.I.HS.3</b> Perform an appropriate part in large and small ensembles, demonstrating well-developed ensemble skills. (21st Century Skills: I.4, II.5, III.3)   | How does appropriate technique and technical accuracy improve our audiences enjoyment of our performance? |                  | Balance, blend, tempo, tone   |           |             |
|                       |        |      | <b>M.I.HS.4</b> Perform music using instruments (traditional and nontraditional) and electronic media. (21st Century Skills: I.1, I.2, II.2, II.3, II.5, III.2)   | How can one express themselves through music?   |                  | Articulations, dynamics, hand position, technique                               |           |             |
|                       |        |      | <b>M.I.HS.6</b> Sight read accurately and expressively, music with a moderate level of difficulty. (21st Century Skills: I.3, I.4, II.1, II.7)  | Why do we sight ready? How is sight reading related to playing real music?                                |                  | Note/rest values, key signature, time signature, treble clef, bass clef, meter. |           |             |
|                       |        |      | <b>M.III.HS.1</b> Demonstrate extensive knowledge and use of the technical vocabulary of music. (21st Century Skills: I.6, II.1)  | Students should be able to use their language of their discipline.  |                  | Tone, intonation, rhythm, interpretation and technique                          |           |             |
|                       |        |      | <b>M.III.HS.3</b> Identify and explain compositional devices and techniques and their purposes, giving examples of other works that make similar uses of these devices and techniques. (21st Century Skills: I.3, I.4, I.6, II.1)   | Students can build connections and transfer skills from one composition to another.                       |                  | Articulations, rhythms, harmony, tonality, orchestration                        |           |             |

