<table>
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<th>Music Theory</th>
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<th>Essential Questions</th>
<th>End of Unit Assessment(s)</th>
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</thead>
</table>
| **Unit 1**   | Quarter 1| State Anchor Standards: 1,5,7 | • The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.  
• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
• Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.  
• Response to music is informed by analyzing context (social, cultural, historical) and how creators and performers manipulate the elements of music.  
• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. | • How do musicians generate creative ideas?  
• How do musicians improve the quality of their performance?  
• How do individuals choose music to experience? | Required Summative Assessments  
• Unit One Assessment, Part 1  
• Unit One Assessment, Part 2  
Formative Assessments should include:  
• Sight-Singing  
• Key Term quizzes  
• Dictation (melodic, harmonic, and rhythmic)  
• Composition |
| **Unit 2**   | Quarter 1| State Anchor Standards: 1,4,5,7,8,10 | • Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  
• Analyzing creators’ context and how they manipulate elements of music, provides insight into their intent and informs performance.  
• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  
• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
• Creative decisions are influenced by specific intent in style and mood.  
• Musical intent is communicated through the use of musical symbols and markings.  
• Musicians connect personal experiences and ideas to creating, performing, and responding. | • How do musicians make creative decisions?  
• How do performers interpret musical works?  
• How do we discern the musical creators’ and performers’ expressive intent?  
• How does understanding the structure and context of musical works inform performance?  
• How do context and the manner in which musical work is presented influence audience response?  
• How do musicians make meaningful connections to creating, performing, and responding? | Required Summative Assessments  
• Unit Two Assessment, Part 1  
• Unit Two Assessment, Part 2  
Formative Assessments should include:  
• Sight-Singing  
• Key Term quizzes  
• Dictation (melodic, harmonic, and rhythmic)  
• Composition |
| **Unit 3**   | Quarter 2| State Anchor Standards: 2,7,9 | • Aural recognition and identification of musical elements can enhance the listener’s experience, understanding, and enjoyment of music. | • How does understanding the structure and context of | Required Summative Assessments |
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<th>Unit</th>
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| Unit 4 | Quarter 2 | 1, 5, 7, 10, 11 | - Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  
- Response to music is informed by how creators and performers manipulate the elements of music. | - How do musicians make creative decisions?  
- How do we discern the musical creators’ and performers’ expressive intent? | - Unit Three Assessment, Part 1  
- Unit Three Assessment, Part 2  
- Unit Three Assessment, Sight-Singing |

**Formative Assessments should include:**  
- Sight-Singing  
- Key Term quizzes  
- Dictation (melodic, harmonic, and rhythmic)  
- Composition

| Unit 5 | Quarter 3 | 2, 7, 8, 10 | - How do musicians make creative decisions?  
- How do individuals choose music to experience?  
- How do we discern the musical creators’ and performers’ expressive intent? | - Musicians’ creative choices are influenced by their expertise, context, and expressive intent. | - Unit Five Assessment, Part 1 |

**Formative Assessments should include:**  
- Sight-Singing  
- Key Term quizzes  
- Dictation (melodic, harmonic, and rhythmic)  
- Composition

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**Unit 4 Quarter 2**:  
**State Anchor Standards:** 1, 5, 7, 10, 11  
**Big Ideas:**  
- The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.  
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
- Response to music is informed by analyzing context and how creators and performers manipulate the elements of music.  
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

**Essential Questions:**  
- How do musicians generate creative ideas?  
- How do musicians make creative decisions?  
- How does understanding the structure and context of musical works inform performance?  
- How does understanding the structure and context of musical works inform response?  
- How do musicians make meaningful connections to creating and responding?  
- How do the other arts, other disciplines, contexts, and daily life inform creating and responding to music?

**Required Summative Assessments:**  
- Unit Four Assessment, Part 1  
- Unit Four Assessment, Part 2  
- Unit Four Assessment, Sight-Singing

**Formative Assessments should include:**  
- Sight-Singing  
- Key Term quizzes  
- Dictation (melodic, harmonic, and rhythmic)  
- Composition

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**Unit 5 Quarter 3**:  
**State Anchor Standards:** 2, 7, 8, 10  
**Big Ideas:**  
- How do musicians make creative decisions?  
- How do individuals choose music to experience?  
- How do we discern the musical creators’ and performers’ expressive intent?

**Essential Questions:**  
- Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Required Summative Assessments:**  
- Unit Five Assessment, Part 1

**Formative Assessments should include:**  
- Sight-Singing  
- Key Term quizzes  
- Dictation (melodic, harmonic, and rhythmic)  
- Composition
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<td>How do musicians make meaningful connections to creating, performing, and responding?</td>
<td>Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.</td>
<td>• Unit Five Assessment, Part 2</td>
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<td>Response to music is informed by analyzing context (social, cultural, historical) and how creators and performers manipulate the elements of music.</td>
<td>• Unit Five Assessment, Sight-Singing</td>
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<td>Formative Assessments should include:</td>
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<td>How do musicians generate creative ideas?</td>
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<td>• Dictation (melodic, harmonic, and rhythmic)</td>
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<td>How do we discern the musical creators’ and performers’ expressive intent?</td>
<td>• Composition</td>
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<td>How do musicians make meaningful connections to creating and responding?</td>
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### Unit 6
**Quarter 3**

**State Anchor Standards:** 1, 5, 7, 8, 10, 11

- The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.
- Analyzing creators’ context and how they manipulate elements of music, provides insight into their intent and informs performance.
- Response to music is informed by analyzing context and how creators and performers manipulate the elements of music.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

- How do musicians generate creative ideas?
- How does understanding the structure and context of musical works inform performance?
- How do we discern the musical creators’ and performers’ expressive intent?
- How do musicians make meaningful connections to creating and responding?

**Required Summative Assessments**
- Unit Six Assessment, Part 1
- Unit Six Assessment, Part 2
- Unit Six Assessment, Sight-Singing

**Formative Assessments should include:**
- Sight-Singing
- Key Term quizzes
- Dictation (melodic, harmonic, and rhythmic)
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|              |          |                    | - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. | How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | - Composition |
| Unit 7       | Quarter 3| State Anchor Standards: 1,7,9 | - Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  
- Response to music is informed by analyzing how creators and performers manipulate the elements of music. | - How do musicians make creative decisions?  
- How do we discern the musical creators’ and performers’ expressive intent? | Required Summative Assessments  
- Unit Seven Assessment, Part 1  
- Unit Seven Assessment, Part 2  
- Unit Seven Assessment, Sight-Singing |
|              |          |                    | - How do musicians make creative decisions?  
- How does understanding the structure and context of musical works inform performance?  
- How do context and the manner in which musical work is presented influence audience response? | | Formative Assessments  
should include:  
- Sight-Singing  
- Key Term quizzes  
- Dictation (melodic, harmonic, and rhythmic)  
- Composition |
| Unit 8       | Quarter 4| State Anchor Standards: 1,3,7,9,11 | - Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  
- Analyzing creators’ context and how they manipulate elements of music, provides insight into their intent and informs performance.  
- Performers make interpretive decisions based on their understanding of context and expressive intent.  
- Musical intent is communicated through the use of musical symbols and markings.  
- Musicians connect personal experiences and ideas to creating, performing, and responding. | | Required Summative Assessments  
- Unit Eight Assessment, Part 1  
- Unit Eight Assessment, Part 2  
- Unit Eight Assessment, Sight-Singing |
|              |          |                    | - How do musicians make creative decisions?  
- How does understanding the structure and context of musical works inform performance?  
- How do context and the manner in which musical work is presented influence audience response? | | Formative Assessments  
should include:  
- Sight-Singing |
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<td>• Analyzing creators’ context and how they manipulate elements of music, provides insight into their intent and informs performance.</td>
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<td>• Composition</td>
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<td></td>
<td></td>
<td>• State Anchor Standards: 1, 4, 5, 7, 8, 10</td>
<td>• How do musicians make creative decisions?</td>
<td></td>
<td>• Unit Nine Assessment, Part 1</td>
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<tr>
<td>Unit 9</td>
<td>Quarter 4</td>
<td>• The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</td>
<td>• How do musicians interpret musical works?</td>
<td></td>
<td>• Unit Nine Assessment, Part 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</td>
<td>• How do we discern the musical creators’ and performers’ expressive intent?</td>
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<td>• Unit Nine Assessment, Sight-Singing</td>
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<td>• Analyzing creators’ context and how they manipulate elements of music, provides insight into their intent and informs performance.</td>
<td>• How does understanding the structure and context of musical works inform performance?</td>
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<td>• Formative Assessments should include:</td>
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<td></td>
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<td>• Response to music is informed by analyzing context (social, cultural, historical) and how creators and performers manipulate the elements of music.</td>
<td>• How do context and the manner in which musical work is presented influence audience response?</td>
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<td>• Sight-Singing</td>
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<td>• Questioning and analyzing musical works helps us understand the meaning behind the creating, performing, and responding.</td>
<td>• How do musicians make meaningful connections to creating, performing, and responding?</td>
<td></td>
<td>• Key Term quizzes</td>
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| Unit 10      | Quarter 4| • State Anchor Standards: 1, 2, 5, 6, 7, 8, 9, 10, 11 | • How do musicians generate creative ideas? |                | • Unit Ten Assessment, Part 1  |
|              |          | • The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. | • How do musicians make creative decisions? |                | • Unit Ten Assessment, Part 2  |
|              |          | • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. | • How does understanding the structure and context of musical works inform performance? |                | • Unit Ten Assessment, Sight-Singing  |
|              |          | • Analyzing creators’ context and how they manipulate elements of music, provides insight into their intent and informs performance. | • How does understanding the structure and context of musical works inform response? |                | • Formative Assessments should include: |
|              |          | • Response to music is informed by analyzing context (social, cultural, historical) and how creators and performers manipulate the elements of music. |                |                | • Sight-Singing  |
|              |          | • Questioning and analyzing musical works helps us understand the meaning behind the creating, performing, and responding. |                |                | • Key Term quizzes  |
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</table>
|              |          |                    | • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  
• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  
• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
• Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. | • How do we discern the musical creators’ and performers’ expressive intent?  
• How do we judge the quality of musical work(s) and performance(s)?  
• How do musicians make meaningful connections to creating, performing, and responding?  
• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | • Dictation (melodic, harmonic, and rhythmic)  
• Composition |