<table>
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<tr>
<th>Artistic Process</th>
<th>Duration</th>
<th>Assessed Standards</th>
<th>Description / Big Ideas</th>
<th>Essential Questions</th>
<th>Summative Assessments</th>
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</table>
| Creating         | Recursive | State Anchor Standards: 1, 2, and 3                 | **Description:** The Creating component contains summative and formative assessments linking to Anchor Standards 1, 2, and 3. The instructional and assessment tools pertain to all aspects involved with generating creative musical ideas. The creating assessments give the students the opportunity to create/compose, refine and analyze original material as they demonstrate their understanding and mastery of musical concepts. **Enduring Understandings:**  
• The creative ideas, concepts, and feeling that influence musicians’ work emerge from a variety of sources.  
• Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  
• Musicians’ evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  
• Musicians’ presentation of creative work is the culmination of creation and communication.  
• How do musicians generate creative ideas?  
• How do musicians make creative decisions?  
• How do musicians improve the quality of their creative work?  
• When is creative work ready to share? | • Body Percussion  
• D.I.Y. So You Can Fly  
• Faded Music in a Bottle  
• Melody Mimicry  
• Melody on a Roll  
• Partner Palooza  
• Rhythm on a Roll  
• Rhythm Romp  
• School Song  
• Sight-Reading Creation  
• Theme & Variation Project  
• Composition Project (culminating)  
• Year End Stretch (Culminating) |                                                                                     |
| Performing       | Recursive | State Anchor Standards: 4, 5, and 6                 | **Description:** The Performing component contains summative and formative assessments linking to Anchor Standards 4, 5, and 6. The instructional and assessment tools pertain to all aspects involved with singing individually as part of the ensemble. In creating the assessments, special consideration was taken with regards to BCPS Honor's Auditions and BCPS Assessments. **Enduring Understandings:**  
• Performers’ interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.  
• Analyzing creator’s context, and how they manipulate elements of music provide insight into their intent and informs performance.  
• How do performers select repertoire?  
• How does understanding the structure and context of musical works inform performance?  
• How do performers interpret musical works?  
• How do musicians improve the quality of their performance?  
• When is a performance judged ready to present?  
• How do context and the manner in which musical work is presented influence audience response? | • Follow the Leader (Conductor Cues)  
• Healthy Singing  
• Ready! Set! Go!  
• Rehearsal Goals  
• Rubric Creation Project  
• Warm-Up Creation  
• You Be the Judge!  
• Year End Stretch (Culminating) |                                                                                     |
## Choral Music Grades 6-8
### Year at a Glance 2022-2023

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<tr>
<td><strong>Responding</strong></td>
<td>Recursive</td>
<td></td>
<td>Performers make interpretive decisions based on their understanding of context and expressive intent. 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. Musicians judge performance based on criteria that vary across time, place, and culture.</td>
<td>How do individuals choose music to experience? How do we discern the musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)?</td>
<td>• All Vocals...All the Time (A cappella) • Concert Reflection • Musical Expression Clue Hunt • Post-it Post-it • Score Study • Things That Make You Go Hmm... • Who’s Your Audience • Year End Stretch (Culminating)</td>
</tr>
<tr>
<td><strong>Connecting</strong></td>
<td>Recursive</td>
<td></td>
<td>The Connecting component contains summative and formative assessments linking to Anchor Standards 10 and 11. The instructional and assessment tools pertain to all aspects involved with connecting music to other disciplines. Assessment tasks include genre study, music careers, virtual</td>
<td>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?</td>
<td>• Composer Playlist • Genre Study • Make a Grand Entrance • Music Careers • Music Time Capsule Slam Dunk</td>
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### Choral Music Grades 6-8
#### Year at a Glance 2022-2023

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<td></td>
<td></td>
<td>performances, making a playlist, how student's connect music to their lives,</td>
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<td></td>
<td></td>
<td></td>
<td><strong>Enduring Understandings:</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</td>
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<tr>
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<td></td>
<td>• Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</td>
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### Maryland Fine Arts Standards for Music

**Creating:**
- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Refine and complete artistic work.

**Performing/Presenting:**
- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- Anchor Standard 6: Convey meaning through the presentation of artistic work.

**Responding:**
- Anchor Standard 7: Perceive and analyze artistic work for presentation.
- Anchor Standard 8: Interpret intent and meaning in artistic work.
- Anchor Standard 9: Apply criteria to evaluate artistic work.

**Connecting:**
- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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**Note to Self**

- **Pick Your Program**
- **Virtual Performances**
- **Year End Wrap-Up (Culminating)**