<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
<th>Assessed Standards</th>
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<th>Summative Assessments</th>
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<tbody>
<tr>
<td>Introductory</td>
<td>2 Weeks</td>
<td>State Standards:</td>
<td>In this unit students will be able to identify a variety of musical elements. Students will learn the purposes four</td>
<td>How do individuals choose music to experience?</td>
<td>• Unit 1 Summative Assessment</td>
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<td></td>
<td></td>
<td>Anchor Standards 7</td>
<td>of listening to music. They will also have an understanding of the five categories of instrument classifications (e.g.,</td>
<td>How do we discern the musical creators' and performers' expressive intent?</td>
<td>• See, Hear, Think, Wonder</td>
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<tr>
<td></td>
<td></td>
<td>and 8</td>
<td>instrument classifications (e.g., chordophones, etc.).</td>
<td>How does music reflect culture?</td>
<td>• Purposes for Listening</td>
</tr>
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<td></td>
<td><strong>Enduring Understandings</strong></td>
<td>How do we study music in culture and music as culture?</td>
<td>• Purposes for Listening Song Analysis Practice</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• Response to music is informed by analyzing context (social, cultural, and historical) and how creators and</td>
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<td>• Purposes for Listening Assessment</td>
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<td></td>
<td></td>
<td></td>
<td>performers manipulate the elements of music.</td>
<td></td>
<td>• Musical Safari</td>
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<td></td>
<td></td>
<td>• Through their use of elements and structures of music, creators and performers provide clues to their</td>
<td></td>
<td>• What is an Ethnomusicologist?</td>
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<td></td>
<td></td>
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<td>expressive intent.</td>
<td></td>
<td>• Instrument Classification Practice</td>
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<tr>
<td>Sub-Saharan Africa</td>
<td>9 Weeks</td>
<td>State Standards:</td>
<td>In this unit, the students will be able to identify the elements of African music, how music functions in African</td>
<td>How do musicians generate creative ideas?</td>
<td>• Unit 2 Summative Assessment</td>
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<td>Anchor Standards</td>
<td>society, and how African music has been affected by and influences other cultures. They will demonstrate their</td>
<td>How do musicians make creative decisions?</td>
<td>• Discovering the Music of Africa</td>
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<td>1, 2, 3, 4, 5, 6,</td>
<td>abilities to (a) listen to music and identify musical elements, (b) categorize musical instruments, (c) use</td>
<td>When is creative work ready to share?</td>
<td>• Research a Sub-Saharan African Instrument</td>
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<td>7, 8, 9, 10, 11</td>
<td>social, cultural, and historical context to identify musical purpose; and (d) create and perform traditional African</td>
<td>How do performers interpret musical works?</td>
<td>• Sub-Saharan African Instrument Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>rhythms.</td>
<td>How do musicians improve the quality of their performance?</td>
<td>• Sub-Saharan African Instrument Assessment</td>
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<td><strong>Enduring Understandings</strong></td>
<td>When is a performance judged ready to present?</td>
<td>• Music from Nature</td>
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<td></td>
<td></td>
<td></td>
<td>• The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</td>
<td>How do context and the manner in which musical work is presented influence</td>
<td>• Call and Response</td>
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<td></td>
<td></td>
<td></td>
<td>• Musicians’ creative choices are influences by their expertise, context and expressive intent.</td>
<td>audience response?</td>
<td>• What Do You Hear</td>
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<td></td>
<td></td>
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<td>• Musicians’ presentation of creative work is the culmination of creation and communication.</td>
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<td>• What is A Capella</td>
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<td></td>
<td>• Performers make interpretive decisions based on their understanding of context and expressive intent.</td>
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<td>• African Vocal Styles</td>
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<td>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through</td>
<td></td>
<td>• From Griot to Hip Hop</td>
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<td>openness to new ideas, persistence, and the application of appropriate criteria.</td>
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<td>• Wicked Witch of the Singing Sands</td>
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</tbody>
</table>
| The Middle East | 7 Weeks  | State Standards: Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11 | In this unit, the students will be able to identify the elements to Middle Eastern Music, how music functions in Middle Eastern society, and how Middle Eastern Music has been affected by and influences other cultures. The will demonstrate their abilities to (a) identify musical elements when listening to music, (b) categorize musical instruments, (c) use social, cultural, and historical context to identify musical purpose; and (d) how to perform and ornament Middle Eastern melodic patterns.  | How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? How does understanding the structure and context of musical works inform performance? 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? | Unit 3 Summative Assessment: Exploring the Middle East – The Ethnomusicologist’s Perspective  
- Sounds of the Arab World Listening  
- Sounds of the Arab World Investigative Organizer  
- Middle East Instrument Observation Chart  
- Middle Eastern Instrument Quiz (Schoology)  
- Keep Calm and Maqam (Blendspace)  
- Keep Calm and Maqam Melody and Ornamentation  
- Keep Calm and Maqam Performer's Artist Statement and Rubric  
- Introduction to the Music of Israel  
- Klez Fest |
### World Music Grade 7
Year at a Glance 2022-2023

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</thead>
</table>
| Europe | 11 Weeks | State Standards: Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | • 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 performances based on criteria that vary across time, place, and cultures.  
• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.  
• Response to music is informed by analyzing context (social, cultural, and 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 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 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)?  
• 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? | • Purposes for Listening - Hava Nagila  
• What is Music?  
• What is Music in a Spiritual Context?  
• Unit 4 Summative Assessments  
• Exploring Irish and Scottish Cultures KWL  
• Instruments of Ireland and Scotland Observation Chart  
• Irish and Scottish Instrument Quiz (Schoology)  
• See, Hear, Think, Wonder: Irish and Scottish Dance |
## World Music Grade 7
### Year at a Glance 2022-2023

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<tr>
<td>Eurasia</td>
<td>5 Weeks</td>
<td>In this unit, students will learn about the elements of Eurasian music, how music functions in Eurasian society, and how Eurasian music has been affected by and influences other cultures. They will demonstrate their abilities to (a) listen to music and identify musical elements and (b) engage in creative musical activities that reflect the cultural and historical context of Eurasian music.</td>
</tr>
</tbody>
</table>

### Description / Enduring Understandings
- The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.
- Musicians’ creative choices are influenced by their expertise, context, and expressive intent.
- Musicians’ presentation of creative work is the culmination of creation and communication.
- 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 performances based on criteria that vary across time, place, and cultures.
- Response to music is informed by analyzing context (social, cultural, and 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 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.

### Essential Questions
- 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?
- 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)?
- 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?

### Summative Assessments
- **Irish and Scottish Dance Chart**
- **All About Sean-nós**
- **Sean-nós Vocabulary**
- **Music and Dance Styles of Spain Comparison**
- **What is an Opera?**
- **Opera Assessment**
- **Understanding Different Voice Types**
- **Voices of Opera**
- **Theme and Variations**
- **Twinkle, Twinkle Little Star My Variation**
- **Introduction to Program Music and Analysis**
- **Program Music Assessment**
- **ABBA-cadabra: The Magic of Contemporary European Music (Slamdunk)**

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**Note:** This summary is based on the provided image and textual content. Further details may be required for a comprehensive understanding.
**World Music Grade 7**  
*Year at a Glance 2022-2023*

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| World Fusion Project        | 2 Weeks  | State Standards:  | This project acts as a capstone that synthesizes learning about all of the musical styles studies throughout the course of World Music 7. Students will demonstrate how to fuse multiple styles of music to create a new style, how to create a visual or audio presentation, and how to justify and explain the elements of contrasting musical styles. | How do musicians generate creative ideas?  
How do musicians make creative decisions?  
How do we judge the quality of musical work(s) and performance(s)?  
How do musicians make meaningful connections to creating, performing, and responding? | Russian Musical Instruments  
Name that Genre (Slamdunk)  
Introduction to Ballet  
Exploring Ballet  
Ballet Assessment |
|                             |          | Anchor Standards 1, 2, 9, 10 | The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.  
Musicians’ creative choices are influenced by their expertise, context and expressive intent.  
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. | How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music? | World Fusion Project  
This project is the end of year culminating project. All prior learning during World Music Grade 7 served as formative assessments. |
**World Music Grade 7**
Year at a Glance 2022-2023

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<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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</tbody>
</table>

**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.