

	August/September	October	November	December	January	February	March	April/May
Music Kinder garden								
Content	Vocal Sounds, Steady Beat, Intro To Nat'l Anthem, Intro to classroom instruments.	Long/Short, Fast/ Slow, Holiday songs	High/Low, Upward/Downward movement	Seasonal Songs, Singing Alone and with others	Tone Color, Loud/Soft	Call and response, Repetition, Boom whackers	Steady Beat, Simple Rhythms, Concert Preparation	Perform Spring Concert, Music Styles, Movement to music, World Music
Writing Activities								
Reading Activities								
Other Major Activities	Sing and play with others, Whisper, sing, speak, shout, Move to the music, Stand at attention while listening to the Star-Spangled Banner	Move fast and slow, Play instruments fast or slow, Sing Songs in correlation with different holidays	Recognize higher and lower pitches, Produce high sounds and low sounds on pitched instruments, Show melodic movement with body	Sing various holiday songs, Sing solos and with the group.	Recognize certain orchestral instrument by sight and sound, Play and sing loud and soft sounds.	Sing a response to the Leader's call, Play repeated parts of s song, Recognize Boom whackers and play within the rules.	Play steady beat on instruments, Read simple rhythm patterns using non-notation symbols, Sing songs for a concert	Correct concert etiquette, Recognize certain aspects of "Pop" music and "Classical" music, Learn different dances, Recognize world music features, such as ethnic instruments, different language.
Music grade 1								
Content	Identify and perform steady beat	Identify the four properties of a tone	Identify the scale degrees sol, la, ti (orally)	Identify and classify instruments based on design and method of play	Identify parts of songs including form and phrases	Perform a song alone by singing	Perform simple rhythms on classroom instruments	Identify differences in music styles: popular and art (classical)
Skills								
Reading Activities	Reading poems	Reading stories		Reading books about instruments	Reading sheet music songs from books			Reading stories about musicians
Other Major Activities	Listening to Music, Playing classroom instruments	Listening to music, Singing	Listening to Music, Singing, Visual symbols	Listening to instrumentals, watching videos	Listening to songs	Listening, Singing	Reading Rhythms	Listening to Music

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Music grade 3								
Content	Instruments, Pitched/Non-pitched	High/Low Pitches	Staff-Lines and Spaces	Dynamics p-soft/f-loud	Rhythms	Tempo: fast/ slow, grad faster	Form: AB, Verse/ Refrain, Call/Response	Seasonal songs, Patriotic, Folk, African/American
Writing Activities			Worksheets		Worksheets, Drawing, Identifying			
Reading Activities		Staff Reading	Broad Books	Book, Board	Board/Visual, Written Rhythms, Music/Songs Books, Overhead		Identifying on Music Book, Singing	Books
Other Major Activities	Visual, Identify, Listening	Listening		Listening	Clapping, Echoing	Demonstrating, Listening	Listening	Singing

Other Major Activities	Perform rhythms on classroom percussion instruments and by using body percussion, sing songs together, play recorders together, move to a steady beat.	Perform rhythms on classroom percussion instruments and by using body percussion, sing songs together, play recorders together, move to a steady beat, move to the form of a song, move to the moods of a song, listen to music with different moods.	Perform rhythms on classroom percussion instruments and by using body percussion, sing songs together, play recorders together, move to a steady beat and a changing tempo, play and sing using dynamics move to demonstrate dynamics, listen to music with dynamic changes.	Perform rhythms on classroom percussion instruments and by using body percussion, sing songs together, play recorders together, move to a steady beat and a changing tempo, move the meter.	Perform in drum circles steady beat and complementary ostinati. Create ostinati. Sing, play and move together	Chair placement tests.	Formal Band Concert, District Solos and Ensembles	State Full Ensemble Contest, State Solo and Small Ensemble contest. Combined Band Concert, Baccalaureate, Graduation.
GLE	Production Performance 1A, 1C, 1D, 1E, 2A, 2D, 2E, Elements of Music: 1A, 1B, 1D, Artistic Perceptions: 1A, 1B, Historical and Cultural Contexts: 1A, 1c	Product Performance 1C, 1D, 1E, 2A, 2C, 2D, 2E, 4A Elements of Music: 1A, 1B, 1D, Artistic Perceptions: 1A, 1B, 1C, Interdisciplinary Connections: 1A, 1B	Product Performance: 1B, 1C, 1E, 2A, 2C, 2D, 2E, 3A, Elements of Music 1A, 1B, 1C, 1D, Artistic Perceptions: 1B, 1C, 2A, 2B, Interdisciplinary Connections: 1A, 1B	Product Performance: 1C, 1D, 1E, 2A, 2C, 2D, 2E, 4A, Elements of Music: 1A, 1B, 1D, Artistic Perceptions: 1A, 1B, 1C, 2A, 2B, Interdisciplinary Connections: 1A, 1B	Product Performance: 1A, 1B, 1C, 1D, 1E, 2A, 2C, 2D, 2E, 3A, 4A, Elements of Music: 1A, 1B, 1D, Artistic Perceptions: 1A, 1B, 1C, Interdisciplinary and Cultural Context: 1A, 1C	Product Performance: 1A, 1B, 1C, 1D, 1E, 2A, 2C, 2D, 2E, 3A, 4A, Elements of Music: 1A, 1B, 1D, Artistic Perceptions: 1A, 1B, 1C, Interdisciplinary Connections: 1A, 1B, Historical and Cultural Context: 1A, 1C	Product Performance: 1A, 1B, 1C, 1D, 1E, 2A, 2C, 2D, 2E, 3A, Elements of Music 1A, 1B, 1D, Artistic Perceptions: 1B, 1C, 2A, 2B, Interdisciplinary Connections: 1A, 1B, Historical and Cultural Context: 1A, 1B, 1C, 1D	Product Performance: 1A, 1B, 1C, 1D, 1E, 2A, 2C, 2D, 2E, 3A, Elements of Music: 1A, 1B, 1D, Artistic Perceptions: 1B, 1C, 2A, 2B, Interdisciplinary Connections: 1A, 1B, Historical and Cultural Context: 1A, 1B, 1C, 1D
National Standard	MU1, MU2, MU5, MU6, MU8, MU(MU1, MU2, MU4, MU5, MU6, MU7, MU8	MU1, MU2, MU3, MU5, MU6, ,U7, MU8	MU1, MU2, MU4, MU5. MU6, MU7, MU8	MU1, MU2, MU3, MU4, MU5, MU6, MU8, MU9	MU1, MU2, MU3, MU4, MU5, MU6, MU8, MU9	MU1, MU2, MU3, MU4, MU5, MU6, MU8, MU9	MU1, MU2, MU3, MU4, MU5, MU6, MU8, MU9
Content Standard	FA1, FA2, FA3, FA5	FA1, FA2, FA3, FA4	FA1, FA2, FA3, FA4	FA1, FA2, FA3, FA4	FA1, FA2, FA3, FA4, FA5	FA1, FA2, FA3, FA4, FA5	FA1, FA2, FA3, FA4, FA5	FA1, FA2, FA3, FA4, FA5
Music grade 5	August/September	October	November	December	January	February	March	April/May
Content	Read & Perform rhythms using w h q e s j W H Q	Read treble clef 1 ledger line above and 1 below	ID standard symbols for dynamics, tempo, articulation	sing a varied repertoire including patriotic, folk and seasonal	ID, perform and analyze a variety of forms	Respond through movement examples of beat form expression	Match pitch in range of at least 1 octave	Perform on recorder short 8 measure melody C to D

Writing Activities	worksheets, popcicle sticks	marker boards, worksheets						
Reading Activities	Overhead, books	Overhead, books	Overhead, books	Overhead	Books			Overhead Books
Other Major Activities	Perform on classroom percussion recorders, or ?? instruments	Perform a instrument sing on letter pitches		Perform concerts	Listen to music, move to music and ID form	Movement	Sing	Play recorder
GLE	Product Performance; 1A, 1C, 1D, 1E, 2A, 2D, 2E Elements of Music; 1A, 1B, 1D Artistic Perceptions; 1A, 1B Historical and Cultural Contexts; 1A, 1C	Product Performance; 1C, 1D, 1E, 2A, 2C, 2D, 2E, 4A Elements of Music; 1A, 1B, 1D Artistic Perceptions, 1A, 1B, 1C Interdisciplinary Connections; 1A, 1B	Product Performance; 1B, 1C, 1E, 2A, 2C, 2D, 2E, 3A Elements of Music; 1A, 1B, 1C, 1D Artistic Peceptions; 1B, 1C, 2A, 2B Interdisciplinary Connections; 1A, 1B	Product Performance; 1A, 1B, 1C, 1D, 1E, 2A, 2C, 2D, 2E, 3A Elements of Music; 1A, 1B, 1D Artistic Perceptions; 1B, 1C, 2A, 2B Interdisciplinary Connections; 1A, 1B Historical and Cultural Context; 1A, 1B, 1C, 1D	Product Performance; 1A, 1B, 1C, 1D, 1E, 2A, 2C, 2D, 2E, 3A, 4A Elements of Music; 1A, 1B, 1D, Artistic Perceptions; 1A, 1B Interdisciplinary Connections; 1A, 1B Historical and Cultural Context 1A, 1C	Product Performance; 1A, 1B, 1C, 1D, 1E, 2A, 2C, 2D, 2E, 3A, 4A Elements of Music; 1A, 1B, 1D, Artistic Perceptions; 1A, 1B, 1C Interdisciplinary Connections; 1A, 1B Historical and Cultural Context 1A, 1C	Product Performance; 1A, 1B, 1C, 1D, 1E, 2A, 2C, 2D, 2E, 3A, 4A Elements of Music; 1A, 1B, 1D, Artistic Perceptions; 1B, 1C, 2A, 2B Interdisciplinary Connections; 1A, 1B Historical and Cultural Context 1A, 1B, 1C, 1D	Product Performance; 1A, 1B, 1C, 1D, 1E, 2A, 2C, 2D, 2E, 3A, 4A Elements of Music; 1A, 1B, 1D, Artistic Perceptions; 1B, 1C, 2A, 2B Interdisciplinary Connections; 1A, 1B Historical and Cultural Context 1A, 1B, 1C, 1D
National Standard	MU 1, 2, 5, 6, 8, 9	MU 1, 2, 4, 5, 6, 7, 8	MU 1, 2, 4, 5, 6, 7, 8	MU 1, 2, 3, 4, 5, 6, 7, 8, 9	MU 1, 2, 3, 4, 5, 6, 8, 9	MU 1, 2, 3, 4, 5, 6, 8, 9	MU 1, 2, 3, 4, 5, 6, 7, 8, 9	MU 1, 2, 3, 4, 5, 6, 7, 8, 9
Content Standard	FA 1, 2, 3, 5	FA 1, 2, 3, 4	FA 1, 2, 3, 4	FA 1, 2, 3, 4, 5	FA 1, 2, 3, 4, 5	FA 1, 2, 3, 4, 5	FA 1, 2, 3, 4, 5	FA 1, 2, 3, 4, 5

					4, 5			
Vocal Music grade 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Content	Interpret standard rhythmic notation, Identify standard pitch notation: treble clef, bass clef <i>Elements of Music 1A; National Standards MU5; Missouri Content Standard FA2</i>	Demonstrate singing skills using a singing voice, Identify standard pitch notation; ledger lines, accidentals <i>Product Performance 1A, 1B; Elements of Music 1B, National Standards MU1, MU5, Missouri Content Standards FA1, FA2</i>	Use dynamics and phrasing to communicate an interpretation of a given style, Perform simple harmonic songs <i>Product Performance 1C, 1D, National Standard MU1, Missouri Content Standards FA1</i>	Identify standard symbols for dynamics, tempo, articulation, Identify and analyze forms <i>Elements of Music 1C, National Standard MU5, Missouri Content Standards FA2</i>	Compare and contrast a variety of music related vocations <i>Artistic Perceptions 1A, Historical and Cultural Contexts 1D, National Standards MU6, MU9, Content Standards FA3</i>	Identify music from various styles and historical periods, Compare in two or more arts how the characteristic material of each art can be used to transform similar events, emotions, or ideas into works of art. <i>Historical and Cultural Contexts 1A; Interdisciplinary Connections 1A; National Standards MU9, MU8, Missouri Content Standards FA5, FA4</i>	Demonstrate the ability to distinguish quality/non-quality performance <i>Artistic Perceptions 2B, National Standards MU7, FA3</i>	
Writing Activities	Label rhythmic notations; identify pitch notation		Identify and define dynamic and phrasing terms	Identify and define tempo and articulation terms	Compose a short melody, Write your own performance critique	Major report over artist or composer	Writing – "Good Music vs Bad Music ?"	
Reading Activities		Read rhythmic and pitch notation in a singing context	Read separate pieces of music and identify dynamic and phrasing markings	Read separate pieces of music and identify tempo and articulation markings	Read article over music critics	Read articles over artist or composers for research to write paper		
Other Major Activities	Pretest – check understanding of preliminary music knowledge	Class singing introducing singing single line melody and proper singing techniques	Class singing introducing rounds, harmony		Record a layered music "performance"	Computer lab in partnership with reading and writing	Music examples of quality and non-quality performances Final Test	
GLE	Elements of Music; 1A		Product Performance; 1A, 1B Elements of Music; 1B	Product Performance; 1C, 1D	Elements of Music; 1C	Artistic Perceptions; 1A Historical and Cultural Contexts; 1D	Artistic Perceptions; 2B	
National Standard	MU5	Mu1, MU5	MU1	MU5	MU6, MU9	MU9, MU8	MU7	
Content Standard	FA2	FA1, FA2	FA1	FA2	FA3	FA5, FA4	FA3	

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8TH Grade Choir								
Content	Demonstrate singing skills using a singing voice and match pitch in appropriate range, Demonstrate appropriate singing posture, breath support and diction, Perform harmony in multiple parts, Apply techniques for expressive performance in a choral ensemble, Perform standard rhythmic notation, Perform standard pitch notation <i>Product Performance 1A, 1D, 1E, Elements of Music 1A, 1B, National Standard MU 1,5, Missouri Content FA 1,2</i>	Apply stylistic elements needed to perform the music of various genres and cultures, Apply vocal techniques required for performance of varied literature, Perform standard rhythmic notation, Perform standard pitch notation <i>Product Performance 1B, 1C, 1E, Elements of Music 1A, 1B, National Standard MU 1,5, Missouri Content FA , 1,2</i>	Apply techniques for expressive performance in a choral ensemble, Perform standard rhythmic notation, Perform standard pitch notation, identify forms used in selected ensemble repertoire <i>Product Performance 1E, Elements of Music 1A, 1B, Artistic Perceptions 1A, National Standards MU 1,5,6, Missouri Content FA 1,2,3</i>	Apply techniques for expressive performance in a choral ensemble, Create or arrange a chart song using a variety of sound sources with specified guidelines, Perform standard rhythmic notation, Perform standard pitch notation, Determine the musical expression of an aural example <i>Product Performance 1E, Elements of Music 1A, 1B, Artistic Perceptions 1B, National Standard MU 1,4, Missouri Content FA 1</i>	Apply techniques for expressive performance in a choral ensemble, Perform standard rhythmic notation, Perform standard pitch notation, Employ standard notation in keys, <i>Sight-Reading Level 2 Product performance 1E, Elements of Music 1A, 1B, National Standard MU 1,5 Missouri Content FA 1,2</i>	Apply techniques for expressive performance in a choral ensemble, Perform standard rhythmic notation, Identify genre or style from various historical periods through listening to selected ensemble repertoire <i>Product performance 1E, Elements of Music 1A, 1B, 1E, Historical and Cultural Contexts 1A, MU 1,5,9, FA 1,2,5</i>	Apply techniques for expressive performance in a choral ensemble, Perform standard rhythmic notation, Perform standard pitch notation <i>Product Performance 1E, Elements of Music 1A, 1B, MU 1,5 FA 1,2</i>	Apply techniques for expressive performance in a choral ensemble, Perform standard rhythmic notation, Develop critic to distinguish between quality and non-quality performance through listening and self-assessment, Attend and describe live musical experiences <i>Product Performance 1E, Elements of Music 1A, 1B, Artistic Perceptions 2A, Historical and Cultural Contexts 1C, MU 1,5,7,9 FA 1,2,3,5</i>
Writing Activities				Write or rearrange a Christmas Carol with different words or music variations, Final	Key Signatures	Number notation on Sight Reading		Final Written summary of year
Reading Activities	Music Reading on Daily Basis	Music Reading on Daily Basis	Music Reading on Daily Basis	Music Reading on Daily Basis	Music Reading on Daily Basis	Music Reading on Daily Basis	Music Reading on Daily Basis	Music Reading on Daily Basis
Other Major Activities				Christmas Concert			Contest Auditions for following year	Fall Concert
GLE	Product Performance; 1A, 1D, 1E Elements of Music; 1A, 1B	Product Performance; 1B, 1C, 1E Elements of Music; 1A, 1B	Product Performance 1E Elements of Music; 1A, 1B Artistic Perceptions; 1A	Product Performance; 1E Elements of Music; 1A, 1B Artistic Perceptions; 1B	Product Performance; 1E Elements of Music; 1A, 1B	Product Performance; 1E Elements of Music; 1A, 1B Historical and Cultural Contexts;1A	Product Performance; 1E Elements of Music; 1A, 1B	Product Performance; 1E Elements of Music; 1A, 1B Artistic Perceptions; 2A Historical and Cultural Contexts;
National Standard	MU 1, 5,	MU 1, 5,	MU 1, 5, 6	MU 1, 4	MU 1, 5	MU 1, 5, 9	MU 1, 5,	MU 1, 5, 7, 9
Content Standard	FA1, 2	FA 1, 2	FA1, 2, 3	FA 1	FA1, 2	FA1, 2, 5	FA 1, 2	FA1, 2, 3, 5

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Chorus I 9-12								
Content	Demonstrate singing skills and match pitch in an appropriate range, Interpret and explain duration and meter in varied time signatures, Identify standard pitch notation in the treble clef, including one line below and above the staff Product Performance 1A, Elements of Music 1A, 1B, MU 1,5 FA 1,2	Apply vocal techniques required for expressive performance of varied literature, identify standard pitch notation in the bass clef, including one line below and above the staff, Identify standard symbols for dynamics, tempo and articulation Product Performance 1B, Elements of Music 1B, 1C, MU 1,5 FA 1,2	Perform one on a part in various arrangements for two or more voice parts, a cappella and accompanied, Apply vocal techniques required for expressive performance of varied literature Product Performance 1D, 1B, MU1, FA1	Apply stylistic elements needed to perform the music of various genres and cultures, Apply vocal techniques required for expressive performance of varied literature, Compare characteristics of two or more arts within a particular historical period or style Product Performance 1C, 1B, MU 1, FA 1	Use standard notation for rhythm, pitch and expressive elements to record musical ideas of 2-4 measures. Identify and analyze forms and composition techniques. Identify music from various styles and historical periods by comparing and contrasting selected elements of music. Elements of Music 1D, Artistic Perceptions 1A, Historical and Cultural Contexts 1A	Improvise simple or rhythmic and/or melodic variations in a consistent style and meter. Determine the musical means and size of the group of an aural example. Describe the musical expression of an aural example, Compare characteristics of two or more arts within a particular historical period or style. Product Performance 3A, Artistic Perceptions 1B, Interdisciplinary Connections 1A, MU 3,6,8, FA 1,3,4	Apply techniques for expressive performance of vocal literature of level 1-3 in a choral ensemble. Sight read standard musical notation at level 3 difficulty. Develop criteria to distinguish between quality and non-quality performance through listening and self assessment. Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in various arts disciplines. Product performance 1E, Elements of Music 1E, Artistic Perceptions 2A, Interdisciplinary Connections 1A, MU 1,5,7,8, FA 1,2,3,4	Sight read standard musical notation at level 3 difficulty. Demonstrate the ability to distinguish between quality and non-quality performance through listening. Describe the effects of society, culture and technology on music. Discuss musical figures and their role as composers/performers/innovators. Elements of Music 1E, Artistic Perceptions 2B, Historical and Cultural Contexts 1C, 1D, MU 5,7,9, FA 2,3,5
Writing Activities						Historical Diagrams of Music	Definition of musical terms which produce quality performances	Writing without prompts in response to aural examples.
Reading Activities	Daily music notation reading	Daily music notation reading	Daily music notation reading	Daily music notation reading	Daily music notation reading	Daily music notation reading	Daily music notation reading	Daily music notation reading
Other Major Activities	Practicing proper vocal techniques	Practicing proper vocal techniques	Practicing proper vocal techniques	Practicing proper vocal techniques	Practicing proper vocal techniques	Practicing proper vocal techniques	Practicing proper vocal techniques	Practicing proper vocal techniques
GLE	Product Performance; 1A Elements of Music; 1A, 1B	Product Performance; 1B Elements of Music; 1B, 1C	Product Performance; 1D, 1B	Product Performance; 1C, 1B	Elements of Music; 1D Artistic Perceptions; 1A Historical and Cultural Contexts; 1A	Product Performance; 3A Artistic Perceptions; 1B Interdisciplinary Connections; 1A	Product Performance; 1E Elements of Music; 1E Artistic Perceptions; 2A Interdisciplinary Connections; 1A	Elements of Music; 1E Artistic Perceptions; 2B Historical and Cultural Contexts; 1C, 1D

National Standard	MU 1, 5	MU 1, 5	MU 1	MU 1	MU 5, 6, 9	MU 3, 6, 8	MU 1, 5, 7, 8	MU 5, 7, 9
Content Standard	FA 1, 2	FA 1, 2	FA 1	FA 1	FA 2, 3, 5	FA 1, 3, 4	FA 1, 2, 3, 4	FA 2, 3, 5

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Concert Choir 9-12								
Content	Perform one on a part in various arrangements for two or more voice parts; a cappella and accompanied. Interpret and explain standard rhythmic notations in simple and compound meters. Identify standard symbols for full complement of dynamics, tempo and articulation. Product Performance 1D, Elements of Music 1A, 1C, MU 1,5 FA 1,2	Apply vocal techniques required for expressive performance of varied literature. Employ standard notation in the clef appropriate to the student's voice in an appropriate range and keys. Interpret selected literature that includes nonstandard notation symbols. Sight read standard notation at level 3 difficulty. Identify forms used in selected ensemble repertoire. Product Performance 1B, Elements of Music 1B, 1D, 1E, Artistic Perceptions 1A, MU 1,5,6, FA 1,2,3	Demonstrate proper fundamental singing technique when performing music. Apply stylistic elements needed to perform the music of various genres and cultures. Sight read standard notation at level 3 difficulty. Determine the musical means and size of an aural example. Describe the musical expression of an aural example. Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment. Product Performance 1A, 1c, Elements of Music 1E, Artistic Perceptions 1B, 2A MU 1,5,7, FA 1,2,3	Demonstrate proper fundamental singing technique when performing music. Apply techniques for expressive performance of vocal literature of level 1-3 in a choral ensemble. Sight read standard notation at level 3 difficulty. Demonstrate the ability to distinguish between quality and nonquality performance through listening, performing, and self assessment. Use musical terminology to describe their personal response to musical example. Product Performance 1A, 1E, Elements of Music 1E, Artistic Perception 2B	Compare the uses of characteristic elements, artistic processes and organizational principles among the arts in different historical periods and different cultures. Sight read standard notation at level 3 difficulty. Identify genre or style from various historical periods through listening to selected ensemble repertoire. Interdisciplinary Connections 1A, Historical and Cultural Contexts 1A, MU 1,8,9 FA 1,4,5	Compare characteristics of two or more arts within a particular historical period or style. Sight read standard notation at level 3 difficulty. Conclude possible origin and/or historical period of an aural example by applying perceptions to selected musical literature. Cite well known composers and performers of students voice. Interdisciplinary Connections 1A, Historical and Cultural Contexts 1B, 1d mu 1,8,9, fa 1,4,5	Demonstrate proper fundamental singing technique when performing music. Apply Stylistic elements needed to perform the music of various genres and culture. Sight read standard notation at level 3 difficulty. Determine the musical means and size of an aural example. Describe the musical expression of an aural example. Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment. Product Performance 1A, 1C, Elements of Music 1E, Artistic Perceptions 1B, 2A, MU 1,5,7, FA 1,2,3	Demonstrate proper fundamental singing technique when performing music. Apply techniques for expressive performance of vocal literature of level 1-3 in a choral ensemble. Sight read standard notation at level 3 difficulty, Demonstrate the ability to distinguish between quality and non-quality performance through listening performing, and self assessment. use musical terminology to describe their personal response to musical example. Product Performance 1A, 1E, Elements of Music 1E, Artistic Perceptions 2B, MU 1,5,7 FA 1,2,3
Writing Activities			Listening to recording and writing summaries	Final - Covering personal review of success and failure			Listening to recording during rehearsal	Daily Music Reading during rehearsal
Reading Activities	Daily Music Reading during Rehearsal	Daily Music Reading during Rehearsal	Daily Music Reading during Rehearsal	Daily Music Reading during Rehearsal	Daily Music Reading during Rehearsal	Daily Music Reading during Rehearsal	Daily Music Reading during Rehearsal	Daily Music Reading during Rehearsal
Other Major Activities	All district auditions	COC Honor Choir	All district honor choir, Musical, Recording	Christmas Concert	All State		Solo Small Ensemble Contest	Large Ensemble Contest, Solo/Small Ensemble State, Recording, Graduation
GLE	Product Performance; 1D Elements of Music; 1A, 1C	Product Performance; 1B Elements of Music; 1b, 1D, 1E Artistic Perceptions; 1A	Product Performance; 1A, 1C Elements of Music; 1E Artistic Perceptions; 1G, 2A	Product Performance; 1A, 1E Elements of Music; 1E Artistic Perceptions; 2B	Interdisciplinary Connections; 1A Historical and Cultural Contexts 1A	Interdisciplinary Connections; 1A Historical and Cultural Contexts; 1B, 1D	Product Performance; 1A, 1C Elements of Music, 1E Artistic Perceptions; 1B, 2A	Product Performance; 1A, 1E Elements of Music; 1E Artistic Perceptions; 2B

National Standard	MU 1, 5	MU 1, 5, 6	MU 1, 5, 7	MU 1, 5, 7	MU 1, 8, 9	MU 1, 8, 9	MU 1, 5, 7	MU 1, 5, 7
Content Standard	FA 1, 2	FA 1, 2, 3	FA 1, 2, 3	FA 1, 2, 3	FA 1, 4, 5	FA 1, 4, 5	FA 1, 2, 3	FA 1, 2, 3

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Band Grade								
Content					Counting and Clapping Rhythms, Instrument Cleaning and Maintenance, Bb Concert Scale, Lip Slurs	Introduction, Scale, Dynamics, Pick-up Notes	Tuning (individual notes * overall), Multipart songs, Chords and _____, Key off	Preparation of Concert music
Writing Activities					Rhythm worksheets, counting exercises, composition exercise, fingering charts, note identification	Rhythm worksheets, Composition exercises		
Reading Activities					Standard of Excellence Book, Belwin Band Build Book			Sheet Music
Other Major Activities					Taking instruments apart, cleaning putting back together, Practice Cards			Concert Challenging testing

7th 'grade Band	August/September	October	November	December	January	February	March	April/May
Content	Concert Bb Scale Skill: Scale, Arpeggio, Chords, Concert Bb Articulation Exercise, Syncopation, Dynamics, Phrasing, Tempo terminology: Andante, Technique, Meter Change, Tone Quality, Breathing, Posture/Position, Tonguing, Balance, Intervals	Concert F Scale Skill: Scale, Arpeggio Chords, Concert F Articulation Exercise, Dynamics, Phrasing, Tempo terminology: moderato, allegro, Technique, Alternate Fingerings Clarinet: High F#; Alto Sax: High Side Key C; Tenor Sax: Palm Key High D, Eighth Rest, New Notes-Flute: Low E; Clar/B Clar: Low G#; Alto Sax: Low D#; Tenor Sax: Low G#; Snare: Drags, Tone Quality, Intonation, Posture/Position, Tonguing, Balance	Concert G Natural Minor Scale, Concert G Harmonic Minor Scale, Concert G minor Articulation Exercise, Tempo terminology: moderato, accelerando, Repeated Accidental, Articulation, Phrasing, New Notes-Flute: Low F#; Tenor Sax: Slide Key High C; Trombone: Alternate F; Snare Drum: Double Paradiddle, D.C. Al Fine, Dynamics, 3/4 time, Tone Quality, Intonation, Posture/Position, Tonguing, Balance	Concert Ab Scale Skill: Scale, Arpeggio, Chords, Concert Ab Articulation Exercise, Articulation Pattern: Tongue 1- Slur 2- Tongue 1, Snare Drag Rudiment, Tambourine Shake Roll, Monophony/Polyphony, Eighth Note Rhythmic patterns, Snare: Syncopated 9- Stroke Rolls, Dynamics, Syncopation, Tempo terminology: Accelerando, Russia: Composers, Music, Culture, Single Drag Tape harmonics, Meter Changes 3/4 - 4/4, Suspended Cymbal Technique, New Notes- Clar: Alternate C; F Horn: High E & F, Drum Set Pattern	Concert C Natural Minor Scale, Concert C Harmonic Minor Scale, Concert C Exercise, Articulation: Tenuto and alternating slurs and staccatos, Legato Style, Percussion: Drag taps, flam paradiddles, long roll, timpani single stroke roll, triangle roll, 9-stroke roll review, Dynamics, Tempo terminology, Cut-Time, Contrast 2/4 and 2/2, March Style, History John Phillip Sousa, New Note: Concert Db, High Note Range, Dotted Quarter/Eighth Note Rhythm, Alternate Notes: Clar - Low Eb & High Bb; Trombone - High D Alt.; Snare-Drum set Rhythmic Pattern	Chromatic Scale, New Enharmonic, Chromatic Scale Patterns, Chromatic Articulation Patterns, Chromatic March Style, Dynamic changes for 1st and 2nd times, Clarinet-high B and high B, Tempo Terminology, Tone, Intonation, Posture/Position, Balance	3/8 Meter in three and in one, Compare 3/8 and 3/4 meter, Allegretto, Percussion: Flam accents, Triangle Roll, Tambourine, macara, clave, sleigh bell, Concert C Major Skill: Scale, Arpeggio, Chords, Concert C Major etude, 6/8 Meter, slow and fast, Conducting Patterns in 3/8 time both in three and in 1; and both slow and fast 6/8, New Notes: clar - low F#; sax - bisque Bb, Tempo Terminology, Tone, Intonation, Balance	Sixteenth Notes, Tempo Markings, John Phillip Sousa, History of American Marches, Crash Cymbal Technique, New Notes: Flute-High Eb; Clarinet: R.H. & L.H. B's and C#'s, Alternate Eb, and Bb; Trumpet-High F; Trombone - High Eb; Baritone/Tuba-High Eb; Snare-flamadiddle, flamacue, flam taps, drags, Sixteenth/Eighth Note combinations, Concert Bb, Ab, Articulations, Dynamics, Tempo Terminology, Tone, Intonation, Balance Dotted Eighth/Sixteenth Note Combinations, Single Sixteenth Note and Rest, Eight Note Triplet, Quarter-Note Triplets
Writing Activities	#1 Rhythm Sheet, Syncopation Worksheet, #2 Rhythm Sheet Study guide for songs 1-4, Interval Worksheet, #3 Rhythm Sheet	Eighth Rest Rhythm Worksheet	Concert G Natural Minor Scale Worksheet, Concert G Harmonic Minor Scale Worksheet	Eighth Note Rhythm Worksheet, Enharmonic Worksheet, Piano Keyboard Worksheet, Meter Change worksheet, Repeated Accidental Worksheet	Repeated Accidental Worksheet, Alla Breve worksheets, Study Guides for Festival Tunes	Chromatic Scale Worksheet, Enharmonic Worksheet, Study Guides for Festival Tunes	3/8 Rhythm Sheet, 6/8 Rhythm Sheet	Sixteenth Note Rhythm Sheet, Sixteenth/Eighth Note combinations, Study Guides for Combined Band Tunes, Dotted Eighth/Sixteenth Note Combination Rhythm Sheet, Triplet Rhythm Sheet, Quarter Note Triplet Sheet

National Standards	MU2, MU5, MU6, MU7, MU8, MU9	MU2, MU5, MU6, MU7, MU8, MU9	MU2, MU5, MU6, MU7, MU8, MU9	MU2, MU5, MU6, MU7, MU8, MU9	MU2, MU5, MU6, MU7, MU8, MU9	MU2, MU5, MU6, MU7, MU8, MU9	MU2, MU5, MU6, MU7, MU8, MU9	MU2, MU5, MU6, MU7, MU8, MU9
Band 9-12	August/September	October	November	December	January	February	March	April/May
Content	Marching fundamentals, drill design, music for shows, marching routines for particular shows.	Marching fundamentals, drill design, music for shows, marching routines for particular shows.	Marching fundamentals, drill design, music for shows, marching routines for particular shows. Begin concert work for Veteran's Day and Christmas Concerts.	Concert work for Christmas Concert. Marching music for Christmas parade.	Review of correct playing posture; Key signatures: Bb, F, Eb, etc.; Chromatic scale; Rhythm worksheets including 6/8, cut time, etc.; Sight reading principles; Full Ensemble Music.	Continued work with Key Signatures; continued work on sight-reading; Focus on balance and blend through the use of chorales; Rhythm worksheets with compound meters such as 7/8; Solo and small ensemble music; Full Ensemble Music.	Continued work with Key Signatures; continued work on sight-reading; Chorales; Rhythm worksheets; Focus on solo and small ensemble music; Full Ensemble Music.	Continued work on musical principles; Major work on Full Ensemble contest music; continued work with solos and small ensembles who qualified for state./ v
Writing Activities	Drill design/marching fundamentals ws.	Drill design/marching fundamentals ws.	Drill design/marching fundamentals ws.	Drill design/marching fundamentals ws.	Writing in counts on rhythm worksheets.	Writing in counts on rhythm worksheets.	Writing in counts on rhythm worksheets.	Writing in counts on rhythm worksheets. / Writing in counts on rhythm worksheets.
Reading Activities	Marching music, Marching Fundamentals Sheets.	Marching music, Marching Fundamentals Sheets.	Concert Music.	Concert Music.	Conert music, solos and ensembles, sight-reading.	Conert music, solos and ensembles, sight-reading.	Conert music, solos and ensembles, sight-reading.	Conert music, solos and ensembles, sight-reading. / Concert music, sight-reading.
Other Major Activities	Half-time shows.	Half-time shows.	Half time shows, Veteran's Day Concert.	Christmas concert & Christmas Parade.		Chair placement tests.	Formal Band Concert, District Solos and Ensembles.	State Full Ensemble Contest, State Solo and Small Ensemble contest. / Combined Band Concert, Baccalaureate, Graduation.
Music GLE	<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1F Artistic Perceptions: 2A, 2B</i>	<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1F Artistic Perceptions: 2A, 2B</i>	<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1F Artistic Perceptions: 2A, 2B</i>	<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1F Artistic Perceptions: 2A, 2B</i>	<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1E, 1F Artistic Perceptions: 2A, 2B Interdisciplinary Connections: 1B, 1D, 1E</i>	<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1E, 1F Artistic Perceptions: 2A, 2B Interdisciplinary Connections: 1B, 1D, 1E</i>	<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1E, 1F Artistic Perceptions: 2A, 2B Interdisciplinary Connections: 1B, 1D, 1E</i>	<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1E, 1F Artistic Perceptions: 2A, 2B Interdisciplinary Connections: 1B, 1D, 1E / Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1E, 1F Artistic Perceptions:</i>

National Standard	MU2, MU5, MU7	MU2, MU5, MU7	MU2, MU5, MU7	MU2, MU5, MU7	MU2, MU5, MU7, MU8, MU9	MU2, MU5, MU7, MU8, MU10	MU2, MU5, MU7, MU8, MU11	MU2, MU5, MU7, MU8, MU12 / MU2, MU5, MU7, MU8, MU13
Content	FA1, FA2, FA3	FA1, FA2, FA3	FA1, FA2, FA3	FA1, FA2, FA3	FA1, FA2, FA3, FA4, FA5	FA1, FA2, FA3, FA4, FA6	FA1, FA2, FA3, FA4, FA7	FA1, FA2, FA3, FA4, FA8 / FA1, FA2, FA3, FA4, FA9
Music Appreciation 9-12				Music Appreciation 9-12 second semester				
Semester 1	August/September	October	November	December	January	February	March	April / May
Content					Introduction to Musical Theater, Chapter 2 Early American Music. Chapter 3 Early Black Contributions. Minstrel shows, operettas, ragtime, hot jazz, dixieland, swing.	Chapter 4 Bluegrass, Chapter 5 Beginning of Rock & Roll. Emphasis on Buddy Holly & Elvis.	Chapter 6 British Invasion, Chapter 7 Surf Sound. Emphasis on Beatles and Beach Boys	Chapter 8 Folk Rock, Chapter 9 Acid Rock, Chapter 10 Motown & Soul / Chapter 11 Art Rock, Chapter 13 Disco, Reggae, Punk, Hard Rock
Writing Activities					Note taking, quizzes	Research paper on Bluegrass, quizzes, note taking.	Quizzes, note taking.	Quizzes, note taking, Folk song writing based on social issues. / Quizzes, note taking
Reading Activities					Book "History of Rock Music", internet	Book "History of Rock Music", internet	Book "History of Rock Music", internet	Book "History of Rock Music", internet / Book "History of Rock Music", internet
Other Major Activities					Class survey, tour of auditorium, film on Glenn Miller	Inventing an instrument, movies on Buddy Holly & Elvis.	Group work of developing a British TV show based on early British rock groups	Movies and advanced study on the Temptations / Listening test on various art rock groups.
Missouri GLE's					<i>Artistic Perceptions: 1A, 1B, 1C Interdisciplinary Connections: 1A, 1B Historical and Cultural Contexts: 1A, 1B, 1C, 1D</i>	<i>Artistic Perceptions: 1A, 1B, 1C Interdisciplinary Connections: 1A, 1B Historical and Cultural Contexts: 1A, 1B, 1C, 1D</i>	<i>Artistic Perceptions: 1A, 1B, 1C Interdisciplinary Connections: 1A, 1B Historical and Cultural Contexts: 1A, 1B, 1C, 1D</i>	<i>Artistic Perceptions: 1A, 1B, 1C Interdisciplinary Connections: 1A, 1B Historical and Cultural Contexts: 1A, 1B, 1C, 1D / Artistic Perceptions: 1A, 1B, 1C Interdisciplinary</i>
National					MU6, MU8, MU9	MU6, MU8, MU9	MU6, MU8, MU9	MU6, MU8, MU9 / MU6, MU8, MU9

Content					FA3, FA4, FA5	FA3, FA4, FA5	FA3, FA4, FA5	FA3, FA4, FA5 / FA3, FA4, FA5
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Symphonic Band 9-12 Semester 2								
					January	February	March	April/ May
Content					Key Signatures: Bb, F, Eb and related minors with Chorale and Chordal work; Compound meters: 6/8 & 9/8, Solo and Ensemble music.	Key Signatures: C, Ab, G and related minors with Chorale and Chordal work; Compound irregular meters: 5/8 & 7/8; Solo and Ensemble music	Key Signatures: D, Gb, Db and related minors with Chorale & Chordal work; Large Ensemble emphasis.	Key Signatures: A, E, Cb and related minors with Chorale & Chordal work; Large Ensemble & Contest Music / Key Signatures: B, F#, C# and related minors with Chorale & Chordal work; Large Ensemble Music
Writing Activities					Circle of 5th's w/s, various counting exercises	Intervals w/s, various counting exercises	Symbols w/s, various counting exercises.	Terminology w/s, various counting exercises / Various counting exercises
Reading Activities					Concert music, solo/ensemble music, music analysis.	Concert music, solo/ensemble music, music analysis.	Concert music, solo/ensemble music, music analysis.	Concert music, solo/ensemble music, music analysis. / Concert music, solo/ensemble music, music analysis.
Other Major Activities						Chair placement tests.	Formal Band Concert, District Solos/Ensembles	Large Ensemble Contest, State Solo/Ensemble Contest / Combined Band Concert, Graduation, Baccalaureate
Missouri GLE					<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1E, 1F Artistic Perceptions: 2A, 2B Interdisciplinary Connections: 1B, 1D, 1E</i>	<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1E, 1F Artistic Perceptions: 2A, 2B Interdisciplinary Connections: 1B, 1D, 1E</i>	<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1E, 1F Artistic Perceptions: 2A, 2B Interdisciplinary Connections: 1B, 1D, 1E</i>	<i>Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1E, 1F Artistic Perceptions: 2A, 2B Interdisciplinary Connections: 1B, 1D, 1E / Product Performance: 2A, 2B, 2C, 2E Elements of Music: 1A, 1B, 1C, 1E, 1F Artistic Perceptions:</i>
National Standards					MU2, MU5, MU7, MU8, MU9	MU2, MU5, MU7, MU8, MU9	MU2, MU5, MU7, MU8, MU9	MU2, MU5, MU7, MU8, MU9 / MU2, MU5, MU7, MU8, MU9

Content Standards					FA1, FA2, FA3, FA4, FA5	FA1, FA2, FA3, FA4, FA5	FA1, FA2, FA3, FA4, FA5	FA1, FA2, FA3, FA4, FA5
Jazz Theory Lab	August/September	October	November	December	January	February	March	April/May
Content	Overview of Jazz Styles & Era's, Dixieland Music, Ragtime Music, Chicago/Dixieland Music, Basic Theory Fundamentals, Simple Intervals, Circle of 5th and 4ths, Key signatures, Scales, Overview of Swing Era Artistic Perceptions: 1A, 1B, 1C, Interdisciplinary Connections: 1A, 1B, 1C, 1D, 1E, Elements of Music 1B, National Standards: MU6, MU8, MU9, MU5 Content Standards: FA3, FA4, FA5, FA2	Duke Ellington, Interval Qualities, Minor Circle of 5ths & 4ths, Minor Key Signatures, Overview of Bebop Era Elements of Music 1B, Artistic Perceptions: 1A, 1B, 1C, Interdisciplinary Connections: 1A, 1B, 1C, Historical and Cultural Contexts: 1A, 1B, 1C, 1D, 1E National Standards: MU5, MU6, MU8, MU9 Content Standards: FA2, FA3, FA4, FA5	Chords, Triads, Primary Chords, Seventh Chords, Extensions, Seventh Chord Qualities, Chord Inversions, Cool Jazz music, Form & Analysis Elements of Music: 1B, Artistic Perceptions: 1A, 1B, 1C, Interdisciplinary Connections 1A, Historical and Cultural Contexts 1A, 1B, 1C, 1D, 1E National Standards: MU5, MU6, MU8 MU9 Content Standards: FA2, FA3, GA4, FA5	Modes, Hard Bop Music, Contemporary Jazz Music, Latin Jazz, Vocal Jazz, World Music Elements of Music 1B, Artistic Perceptions: 1A, 1B, 1C, Interdisciplinary Connections 1A, Historical and Cultural Contexts: 1A, 1B, 1C, 1D, 1E National Standards: MU5, MU6, MU8, MU9 Content Standards FA2, FA3, FA4, FA5				
Reading Activities	Read Handouts on Jazz Styles & Eras, Read Handout on Dixieland, Read Handout on Ragtime, Louie Armstrong Read Chapter 1 in Text Book, Read Chapter 2 (part 1) in Text Book, Read Chapter 3 in Text Book, Read Chapter 4 (part 1) in Text Book, Read Handout on Swing Music, Read Handout on Count Base	Read Handout on Duke Ellington, Read Chapter 2 (part 2) in Text Book, Chapter 4 (part 2) in Text Book, Read Bebop Handout, Read Dizzy Gillespie Handout, Read Charlie Parker Handout	Read Chapter 5 in Text Book, Read Handout on Cool Jazz, Read Handout on Miles Davis, Read Chapter on Form & Analysis, Read all Form Examples	Read Chapter 6 in Text Book, Read Handout on Hard Bop, Read Handout on Theionius Monk, Read Handout on Contemporary Jazz, Read Handout on Latin Jazz, Read Handout on Vocal Jazz				

Writing Activities	New Orleans Handout, Dixieland Instrumentation, Style & Musicians, Ragtime Instrument, style & Musicians Take written quiz on Dixieland & Ragtime, Chicago Dixieland Instrumentation, Style & Musicians Interval Worksheet Counting & Alphabet Methods, Lesson 33, Quiz on Intervals, Circle Worksheet, Key Signature using both Circle & Shortcut methods, Quiz on Circle and Key Signature, Flat & Sharp Scales by whole/half step method, Flat & Sharp Scales by Alpha Method, Alfred Lesson 26-31, Test on Scales, Swing Instrumentation, Style & Musicians	Swing Instrumentation, Style & Musicians con't, Written test on Swing Era, Interval Quality Worksheet (M, m, P), Worksheet 35,36,37, Quiz on Quality of Intervals, Test on Quality of Intervals, Circle Worksheet, Key Signature using both Circle & Shortcut methods, Three Forms of Minor Scales, Minor Scale Sheet, Relative Sheet	Four kinds of Chords, #47 Alfred Triad, Lori Triad, Triads of Major Scales, #48 Primary Chords, I-IV-V Chords, #49 Scale Degree Names, Seventh Chord Activity, Extension Activity, Constructing Seventh Chords, Qualities of Seventh Chords, Inversion Activity, Test over Chords, Cool Jazz Instrumentation, Style & Musicians, #72-75 Alfred, Ab, ABA, Rhondo Activities, 12, 16, 32-bar forms, Test on Forms.	#69 Modes, Modes from Formula, Modes from Major Scale, Test on Modes, Hard Bop Instrumentation, Style & Musicians, Contemporary Jazz Instrumentation, Style & Musician, Latin Jazz Instrumentation, Style & Musicians, Vocal Jazz Instrumentation, Style & Musicians, World Music Instrumentation, Style & Musicians				
Other Major Activities	View Video example of Dixieland Funeral March, View Documentary on Louis Armstrong, View documentary on Swing, View documentary on Glenn Miller, View video excerpt of Cab Calloway at Cotton Club	View documentary on Duke Ellington, View documentary on Glenn Miller, View documentary on Dizzy Gillespie	View excerpts from Charlie Brown Thanksgiving Special - Cool Jazz Music	Apply modes to instrument, Afro-Cuban v Brazilian Latin Jazz, View Video excerpts of Contemporary Jazz, Latin Jazz, Vocal Jazz, and World Music musicians.				

Jazz Band Class 9-12					January	February	March	April/May
Content					Tone Production, Intonation, Ensemble Balance, Jazz Style, Improvisation, Ear Training Sight Reading, Theory, History	Tone Production, Intonation, Ensemble Balance, Jazz Style, Improvisation, Ear Training Sight Reading, Theory, History	Tone Production, Intonation, Ensemble Balance, Jazz Style, Improvisation, Ear Training Sight Reading, Theory, History	Tone Production, Intonation, Ensemble Balance, Jazz Style, Improvisation, Ear Training Sight Reading, Theory, History
Reading activities					Ton/Intonation, Style, Section Balance, Rhythm Balance, Rhythm v. Wind Balance, Improvisational Techniques, Chordal Tuning	Ton/Intonation, Style, Section Balance, Rhythm Balance, Rhythm v. Wind Balance, Improvisational Techniques, Chordal Tuning	Ton/Intonation, Style, Section Balance, Rhythm Balance, Rhythm v. Wind Balance, Improvisational Techniques, Chordal Tuning	Ton/Intonation, Style, Section Balance, Rhythm Balance, Rhythm v. Wind Balance, Improvisational Techniques, Chordal Tuning
Listening activities					Daily music reading of Swing, Ballad, Latin, Funk, and Blues styles; sight reading, chord changes for improvisation	Daily music reading of Swing, Ballad, Latin, Funk, and Blues styles; sight reading, chord changes for improvisation	Daily music reading of Swing, Ballad, Latin, Funk, and Blues styles; sight reading, chord changes for improvisation	Daily music reading of Swing, Ballad, Latin, Funk, and Blues styles; sight reading, chord changes for improvisation
Ear-Training Theory					Major Chords, Minor Chords, Major Scale, Dominant 7th Chords, Major 7th Chord, Modes, Chord Changes, Improvisation	Major Chords, Minor Chords, Major Scale, Dominant 7th Chords, Major 7th Chord, Modes, Chord Changes, Improvisation	Major Chords, Minor Chords, Major Scale, Dominant 7th Chords, Major 7th Chord, Modes, Chord Changes, Improvisation	Major Chords, Minor Chords, Major Scale, Dominant 7th Chords, Major 7th Chord, Modes, Chord Changes, Improvisation
History activities					View, Listen, critique, performance of Dixieland/Ragtime era, View, Listen, Critique performance of Swing era	View, Listen, critique, performance of Bebop/Hard Bop era, View, Listen, Critique performance of Cool Jazz era	View, Listen, critique, performance of Modern Jazz era, View, Listen, Critique performance of vocal masters	View, Listen, critique, performance of piano masters, View, Listen, Critique performance of guitar masters, trumpet masters and saxophone masters
National Standards					MU2,3,4,5,6,7,8,9	MU2,3,4,5,6,7,8,9	MU2,3,4,5,6,7,8,9	MU2,3,4,5,6,7,8,9
Content Standards					FA 1,2,3,4,5	FA 1,2,3,4,5	FA 1,2,3,4,5	FA 1,2,3,4,5

Missouri GLE's					<i>Product Performance:</i> 2A,2B, 2C, 2D, 2E, 3A, 4A; <i>Element of Music:</i> 1A, 1B, 1C, 1D, 1E, 1F; <i>Artistic Perceptions:</i> 1A, 1B, 1C, 1D, 2A, 2B; <i>Interdisciplinary</i> <i>Connections;</i> 1A, <i>Historical Cultural</i>	<i>Product Performance:</i> 2A,2B, 2C, 2D, 2E, 3A, 4A; <i>Element of Music:</i> 1A, 1B, 1C, 1D, 1E, 1F; <i>Artistic Perceptions:</i> 1A, 1B, 1C, 1D, 2A, 2B; <i>Interdisciplinary</i> <i>Connections;</i> 1A, <i>Historical Cultural</i>	<i>Product Performance:</i> 2A,2B, 2C, 2D, 2E, 3A, 4A; <i>Element of Music:</i> 1A, 1B, 1C, 1D, 1E, 1F; <i>Artistic Perceptions:</i> 1A, 1B, 1C, 1D, 2A, 2B; <i>Interdisciplinary</i> <i>Connections;</i> 1A, <i>Historical Cultural</i>	<i>Product Performance:</i> 2A,2B, 2C, 2D, 2E, 3A, 4A; <i>Element of Music:</i> 1A, 1B, 1C, 1D, 1E, 1F; <i>Artistic Perceptions:</i> 1A, 1B, 1C, 1D, 2A, 2B; <i>Interdisciplinary</i> <i>Connections;</i> 1A, <i>Historical Cultural</i>
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Art 1st grade	August/September	October	November	December/January		February	March	April/May
Content	Students painting the U.S. flag. Using ruler, measuring, drawing lines & painting. FA/VPP/1/B/01/a	Painting a picture of their school. Proper use of art media and students are communicating ideas. FA/VPP/1/B/01/a	Paint an outdoors Fall scene, with trees, and Fall foliage. FA/VPP/3/C/01/A	Painting of a Snowy Landscape or snow scene. Students communicating their ideas of snow and art. FA/VPP/1/B/01/a		Creating wacky Valentine People. Students folding, cutting, drawing, gluing. FA/VEP/1/B/01/a	Flying High Solar Kites. Students measuring, drawing, cutting coloring. FA/VPP/2/A/01/a	Japanese Cherry Blossom paintings. Painting and Japanese Calligraphy. "My Pinch Bowls" the students are using 3-D air dry clay. FA/VPP/1/B/01/a/2
Writing Activities	Write about their flag paintings and what the flag means to them.	Students may write about what they like about their school and their artwork.	Write a poem or short story about the Fall and their artwork.	Write a poem or short story about snow or winter.		Students may write words that relate Valentines Day.	Students could write a story about flying a kite or creating and designing their kites.	Students learn and practice writing some basic words Japanese Calligraphy. Students may write or use incising in their artwork.
Media	Paper, pencils, rulers, water base paints, brushes, and paper towels.	Paper, crayons or pencils, water base paints, rulers, brushes and water cups.	Paper, pencils, brushes, water based paints, crayons, water cups and paper towels.	Construction paper, water based paints or pastels pencils, crayons.		Valentine color construction paper, scissors, markers, glue.	Construction paper, rulers, pencils, scissors, markers, glue, crepe paper.	Paper, water based paints, brushes, and water cups. 3-D air drying clear. Paper towels, wooden ice cream sticks to help shape and design their bowls.
Reading Activities	Our Favorite Flag," the story of the song "The Star Spangled Banner."	"The Kissing Hand," by Audrey Penn. "Sam and Gram and The First Day of School by Bloomberg.	"Poetry for Young People," by Robert Frost and Emily Dickinson	"Snowflake Bentley," by Jacqueline Martin. "Owl Mooning," by Jane Yolen.		"Drawing With Scissors, A Story About Henri Matisse.	"Kit Flying," by Grace Lin. "Go Fly a Kite," by Steven Woodman.	"Under the Cherry Blossom Tree," a Japanese folktale retold by Allen Say. "Children, Clay and Sculpture," by Kathy Topal.
Other Major Activities	View different artists paintings of flags. Listen to John Philip Souza's patriotic marches.	Discussion and take a tour of our school inside and outside the building.	The video "Linear in Monet's Garden."	View art videos and artwork prints of snowy landscapes by artists.		Create Valentine Animal art and Valentine cards for family and friends.	Students and teacher could fly a kite outside.	Students will learn about the relationships between Japanese Cherry Blossoms and Ozarks Redbud Trees. Create other 3-D artwork with the air-drying clay.
Artists	Jasper Johns, Claude Monet, Robert Henri and others.	Winslow Homer, Norman Rockwell, also student and teacher examples.	Claude Monet's, "Fall at Argenteuil," other plainer paintings	Claude Monet, Robert Henri and other artists' art of snowy landscapes.		Henri Matisse, Paul Klee, Valentine Cards, other.	Francisco Goya, "La cometa The Kite." Grant Hou's "Flying Kites."	Yun SHOU P'Ing Cherry Blossoms and other Japanese and Chinese artists and their artwork. Native American 3-D Clay artwork. Students and teacher examples.
Art 2nd grade	August/September	October	November	December/January	February	March	April	May

Content	Lines, still life from observation, the color wheel, mixing colors PP1A, PP1B, PP3A, II:EP1E	Create two values with crayons, light and dark values, create low relief I:PP1A, SII:EP1F, PP2A, SIII: AP2A	Create a paper weaving using plan weave, identify and use actual texture. I: PP1D, II:EP1D	Still life from observation, create original landscape, foreground/background I:PP3A/C, SII: EP1G, SIII:AP2A	Identify and use color contrast, coil pots, identify and create two values using crayon or pencils. II:EP2C, I: PP2A	Identify and use geometric forms, create two values, using crayon or pencil. II: EP1C, I:PP1A	Compare patterns in music to patterns in artworks, explain different responses to different artworks, identify and use geometric shapes. III:AP1A, II:EP1B, SIV: IC1A	Creating a building, drawing from observation I: PP3B, I:PP3A
Writing Activities	Discussed story elements in artwork, Independent writing.	Venn diagrams, Independent writing, Write story about monster.	Independent writing, write about things they are thankful for.					
media	Colored pencils, Black Markers, Crayons, Tempera	Crayons, construction paper, yarn, tissue paper, scissors, glue, tempera, tag board, markers	Tempera, forks, white paper, glue, scissors	model magic clay, markers, construction paper, crayons, glue, pencils, scissors.	Colored pencils, crayons, tempera, construction paper, clay	Pencils, drawing paper, crayons, oil pastels, geometric forms, various objects.	Drawing paper, glue, scratch art paper, construction paper, tempera, foil, scissors	Drawing paper, pencils, various objects, tempera, tape, glue, clipboard
Reading Activities	My Many Colored Days, Harvey Potter's Balloon Farm	Books about trees, family, and monsters	Books about Thanksgiving	Snowmen at Night, Snowballs, and the Quilting Bee	Books on caring about others, Native Americans, African History, clay	Books about shapes and forms.	Man on the Moon, Jimmy Zangwow's out-of-this-world moon pie adventure, book on Hawaiian culture	Books on different types of buildings and communities.
Other Major Activities		Discussed perception, personal expression, identified animal parts, made inferences		Discussed nature, places (e.g. school, neighborhood, country side)	Identify main idea, discuss history of Native Americans and Africans	Discuss compare and contrast, perception, art criticism.	Discuss Hawaiian history and music.	Discuss architecture, narrative elements, perception/aesthetics.
Artist	Picasso, Jonathan Green	Picasso	Patrick Dougherty	Grida Kahlo	Freda Kahlo, Jonathan Green	Jacob Lawrence, Henri Rousseau	Elie Nadelman, Romare Bearden	Frank Lloyd Wright, Grandma Moses.
Art 3rd grade	August/September	October	November	December/January	February	March	April	May
Content	Layer two or more colors with crayons, expressive line drawings, lines, color wheel. PP1A, PP1B, EP1A, SIII, AP2A	Tree Sculpture, Warm and cool colors size contrast. PP2A, SII: EP1E, EP2A/C, SIII:AP2A	Identify and use invented textures, manipulate paper to create low relief. PP2A, SII: EP1D, EP2A, SIII: AP2A	Create a cityscape, an artwork using illusion of space, line, shape, color, create a container. PP3A/B/C, EP1G	Create implied/impressed textures, symmetry, compare and contrast two artworks. PP2A, SII: EPS2A, SIII: AP1A, SIV:1C2A, SV:HC1B	Differentiate between shapes and forms, use an additive process to create a printing plate. SI: PP1D, SIII:EP1B	Create artwork using geometric and organic shapes. Compare the art and music of a culture. EP1B, IC1A	Create an original artwork of a figure in an action pose, drawing from observation. PP3A
Writing Activities		Independent writing, Write a story to describe scene in Peek-A-boo art	Independent writing, Write a "Thankful Poem"					

media	Crayons, tempera, colored pencils, drawing paper, construction paper	Brown paper bags, crayons, glue, construction paper, tempera, tissue paper	Texture plates, crayons, construction paper, drawing paper, scissors, glue	Tempera, sponges, foil, construction paper, box template, pencils, markers, drawing paper, crayons.	Colored pencils, crayons, construction paper, clay	Pencils, cardboard, drawing paper, yarn, crayons, oil pastels, geometric forms.	Construction paper, foil, crazy scissors, tempera, glue, drawing paper	Drawing paper, clip boards, crayons, colored pencils, pencils, colored wire.
Reading Activities	My Many Colored Days, Harvey Potter's Balloon Farm	Books about trees, family and mosters..	book of Thanksgiving Poems and books about the Thanksgiving Holiday.	My New York, Picasso	Books on caring about others and African art.	Books about shapes and forms	Man on the Moon, Jimmy Zangwow's out-of-this world moon pie adventure	Degas and the Little Dancer
Other Major Activities	Discussed main ideas, perception/ aesthetics	Deigned sculpture, forms, 3-D, discussed perception, personal expression and main idea.		Discuss community, group identity (e.g. family, classroom groups, scouts and sports team)	Identify narrative elements, Perception/Aesthetic	Discuss compare and contrast, perception art criticism	Discuss Hawaiian history and music	Discuss movement, narrative elements, perception/aesthetic.
Artist	Gauguin, Joan Miro, Emil Armin, Paul Klee	Patrick Dougherty	Jack Gunter, Patrick Dougherty	Picasso, Katherine Westphal, Jacob Lawrence	Michelangelo, Leonardo DaVinci	Henri Matisse	Paul Klee	Edgar Degas
Art 4th grade								
Content	August/September	October	November	December/January	January	February	March	April/May
Content	getting to know you, Review Art Elements IV. D. 2a	Drawing Line IV. D. 3a	2-D Painting water color, 3-D Technique Clay IV. D. 1b/ IV. D. 2.b	2D Design Shape IV. D. 1.b	Artist Study IV. D. 1.a	Self Portrait, Poster IV.	Missouri Theme Art IV. D. 1. B	3d Techniques IV. D. 2. B
Writing Activities	Vocabulary Emphasis Focal Point	Vocabulary Line Quality, Line Direction, thick thin, curvy, straight, horizontal, vertical, diagonal	Vocabulary, wash, blend, wet on wet, modeling, armature, constructing	Vocabulary, organic/geometric shapes transparent/opaque	Vocabulary, Inventions, Shapes, Shading	Vocabulary, Complimentary Colors - Facial Features, Guidelines	Vocabulary - Journal - Texture Bas Relief	Vocabulary Shading Value Scale
Reading Activities	Art Elementary handout marker, crayon	Handouts	Collaboration/Librarian Fairy Tales, Characteristics	Handout	Handout	Handout	Handout	Handout
Other Major Activities	Name Game Project	Line Design Cardboard group project	Mayflower, Seascape, Fairy Tale, Puppets	Stained glass, Poinsettias, Rose window	Leonardo Da Vinci, Inventions Drawing	Andy Warhol, Self Portrait, Graphic Art Poster	Lewis and Clark Journal	Wayne Tiebaule , Ice Cream
Art 5th grade								
Content	August/September	October	November	December/January		February	March	April/May
Content	Let Freedom Ring Quilt, Principles Art Cube, FA/VPP/3/C/05/a, FA/VPP/2/A/05/a, FA/VEP/2/A/05/a	Elements Art Cube, Architecture "Frank Lloyd Wright" Pueblo Homes, Freaky Facades FA/VPP/2/A/05/a, FA/VEP/1C/05/a, FA/VPP/2/A/05/a, FA/VPP/3/B/05/a, FA/VPP/3/B/05/a	Thomas Hart Benton, FA/VHC/1/B/05/a	Holiday Greeting Card, Origami Snowflake FA/VPP/2/A/05/a		Michelangelo "Sistene Chapel", Valentine Activity FA/VHC/1/B/05/a, FA/VHC/1/A/05/a, FA/VPP/1/B/05/a	Pop Art Portraits, Clay Coil Pots, FA/VPP/1/B/05/a, FA/VHC/1/B/05/a, FA/VPP/2/A/05/a	Deserts Color Mixing, Poster Contest Mother's Day Card FA/VPP/1/B/05/a

Writing Activities	What is Patriotism writing exercise			Special greeting for a significant other written inside greeting card			List items that represent themselves	Special greeting for a significant other written inside greeting card
Media	Precut papers for quilt handout with cube template	Handout with cube template Red Mexican Modeling Clay/Oil Pastels	Watercolor on tagboard	Tag board for greeting card Precut 6x6 squares 3 blue and 3 white for each student		Tempera Water Activated Paint/Sharpie for outlining when finished	Tempera Paint, White modeling Clay/ Tempera Paint	Oil Pastels, Mixed Media, Tag board
Reading Activities		Frank Lloyd Wright handout. Where he was in history	Thomas Hart Benton handout, Where he was in History					
Other Major Activities			Thomas Hart Benton Power point			Michelangelo, Video/Power Point	Pop Art Andy Warhol/Roy Lichtenstein Video	
Artists		Frank Lloyd Wright	Thomas Hart Benton			Michelangelo Bonnorati	Andy Wwarhol/Roy Lichtenstein	Wayne Tiebauld
Art 6th grade	August/September	October	November	December/January		February	March	April/May
Content	Line, shading, 1pt prep. Value, op art, still life, light source, shadows, contour, subject matter EP F1, C2-VA2, FA2, A1, VA1, FA1 EP C 2 PC B 1, FA5, VA4	Foreground, middle ground background, warm/cool colors, print plate CA3, SS5, SCIENCE C1, VA1 FA1, P C 1 AP2, VA3 FA3	Shape, Draw to theme, Texture, architecture EP G1 EP D1 EPB1, VA1, FA1, EP C2 VA2 FA2 SS CONT 5 SS	Cultural art Mosaic, Still Life AP A1, HS A1, VA4 FA5VA3, FA3, SS-EP C2, VA2 FA2EP F1, VA2, FA2		Shading, perspective, art history, thematic/ss. Architecture, color blendingPS G3, VA1, FA1, AP A1, VA3 FA3, IC A 2, FA4, VA6	Africa-mask weaving, symmetry EP A2, VA2 FA2, IC A 2 VA6, FA4 SS-6	Egypt, architecture, artist, rendering, 3D sculpture, Austria dot painting style cartooning, careers PS A2, VA1, FA1, PS A 3, SS6
Writing Activities	Vocabulary	Vocabulary - thematic- South America, Caribbean Islands, LA- Author RL Stevenson	Organic, geometric, contest rules, guidelines	China-Sculpture-Terra Cotta, Characters, Mosaic- still life, light source, reflection, overlapping vocabulary gradation, value chart				critique art works, Austria story
Media	Pencil, tempera paint, crayon, marker	Oil pastel chalk, print plate, watercolor paint, colored pencil, marker	Marker, colored pencils	Mixed media, marker, crayon, paper, low relief, colored pencil, pencil, shading		Pencil shading, water color, resist colored pencil, const. crayons	Mixed media papers,	Mixed media, scratch art paper, crayon, Model magic, marker, colored pencil, tempera paint
Reading Activities		Treasure Island, Atocha		China Facts movie, library books		Islamic art, stars and stripes, 100 famous American woman	Africa-weaving books	Egyptology, Famous structures-facts, Austria, Mexico-films cartooning film
Other Major Activities	Name design plant still life, mixed media, op art design	Oil pastel waterfall ship print, watercolor painting Astronauts-NASA	Shape design, peace, posters, architecture	China soldiers, Dragons, mosaic, New Year still life, shapes and shading, value chart.		Prep circle, American flag, mosques, ribbon circles	Africa mask, animals, weaving, metal low relief,	Collage columns, God, Dot painting
Artists	Escher, Paul Cezanne, Claude Monet, Anne Coster	Henry Rousseau	Herbin			Dali, Jasper Johns		Wright, W. Hanna, J. Barbara

Art 7th grade	August/September	October	November	December/January	January	February	March S	April/May
Content	drawing SII 1G	Drawing perspective color, Ribbon, Color wheel S III.A, SII 1.E	sketch books functional project, drawings SI 1.D-, SI3. A. S I 2.A	Linoleum block print SIII.B	Drawing FA 1, IV. B. 4	Color FA 1,2	Clay Art FA 1,3,4 3D	Printing
Writing Activities	Vocabulary, Perspective, horizon, vertical ,vanishing point, self evaluation	Vocabulary terms- primary, secondary, intermediate, tints, value, Warm cool colors, labeling	Vocabulary Contrast, shading, signatures	Vocabulary-brayer, baron, test print	Vocabulary overlap, shading, crosshatch, cast shadow	Vocabulary, neg/positive tint shade, monochromatic	Terms glaze slab etc.	vocabulary test print relief print, alert durer warhol
Media	Pencil	Colored Pencil, Tempera Paint	Thread, needles, glue, c cover design	Printing block ,Printing ink, Carving knives				
Reading Activities	Famous artists, Film-Basic Prep. Drawing G. Brommer	Film-Exploring Color P. Flores		Book of Celtic	Reading/Films	Net Current artist	film/posters	film/articles
Other Major Activities	1pt perspective buildings 2 pt boxes	Ribbon word prep. Color wheel			Drawing Unit FA1, FA3 2.a	Painting- Neg/positive shape-pattern 1.a.b, 1.b (2.3 (FA3) 2.a	Clay Bowl, Mask 5.a FA3	Cultural Theme Print w/accent 1.AB, FA2 3.a
Artists	Leonardo, Michelangelo		Artist Drawing Books	Albet Durer				
Art 8th grade	August/September	October	November	December/January		February	March	April/May
Content	Art elements, value shape, space, texture, Cast shadows, crosshatchST I 1A, II 1.G. III B, SRIIIC	Vertical line, creative observation, architecture, neg-postive, tint, tone blends IIIA, IIIC	Clay -slab project I2A, I1D, I3B	Culture art style, mixed media to theme of society, Acrylic painting landscape II 2C, III1A, III 1A, IV 1A, I3.AI3C				
Writing Activities	VocabularyIdentify terms	Terms identify and use - Repeated patterns, monochromatic	Terms for clay, Stippling, collage Surrealism					
Media	Pencil ebony, colored pencil, sharpie	Sharpie, tempera, shading pencil	Clay-Tool glazes, sharpie, glues, graphite paper	w/c pencil, gesso, sharpie acrylic paint, water color				
Reading Activities	Viceo-discovering drawing Ted Rose		Artist info- Clay info posters film	Chine culture- Music in art- artist sheets w/ question				
Other Major Activities	Shell, paper bag, box items, crosshatch 3 media value chart, drawings	Animal, no 2 pencil, neg positive chess board	Clay bowl, mask collage	Dragon				
Artist		Artist career architecture	G. Braque, P. Picasso, Miro, S. Dali	Romare Breaden Pablo Picasso, William Johnson				
Art Foundati ons	August/September	October	November	December	January	February	March	April/May

Drama 1	August/September	October	November
Content	Improvisation, Pantomime, Voice and Diction	Continue Voice and Diction, The structure of Drama, Drama styles, History of Drama	Continue History of drama/Greek drama, Aristotle's 6 elements of Theatre, Acting
Writing Activities	Vocabulary and Chapter Questions 1- page paper on Pantomime "A day in the life of my Tennis Ball" Mime vs Pantomime VINN	Vocabualry and Chapter questions plot diagrams, Research papers on various styles, Rsearch paper on History of Drama	History of Drama paper Chapter 4 vocabulry and questions, Character analysis, Monologue research
Reading Activities	Chapters 1,2, & 3	Chapters 3,5,6, & 7 Reading classic literature. (One examples used - "Tartuffe")	Chapters 7 & 4 Varous plays and/or scenes
Other Major Activities	Improvisation exercises..unpack a TV, load a truck, etc. Pantomime holding a Tennis ball fo 24 hours. Perform a piece of literature and alter your voice in at least 4 of the given styles.	Vocal choices project from chapter 3 Group/individual project on drama styels, Group/individual project on History of Drama, Watch video of "Medea"	Individual and partner acting activities, Observation scenes, Object scenes

Advanced Drama	August/September	October	November
Content	Storytelling, Duet Acting, Acting	Improvisation, Playwriting through Improv., Playwriting for children's theatre.	Playwriting for children's theatre, Juggling
Writing Activities	Acrypt marking, Critiques, of performances	Script writing through Improvisation, Script writing for children's theatre	Script writing for children's theatre
Reading Activities	Reading multiple plays to choose scenes, Reading classic literature	multiple exmls of script writing	juggling handouts, Multiple examples of script writing

Other Major Activities	Performing storytelling, Performing Duet acting	Watching videos of Improvisation groups, Doing Improvisational exercises, Critiques of performances	Critiques of performances, Juggling performance
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Speech 1

Content	August/September Public Speaking Extemporaneous speaking, Original Oratory/Persuasive speaking, Types of Reasoning	October Debate, Proposition of Fact, value and policy, Patterns of organization	November Informative Speaking, Outlining - word vs Stntence
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Writing Activities	2-3 original stories from given titles An Extemporaneous speech from a drawn topic. An Original Oratory.	Affirmative and Negative sections from the given case.	Rough Outline and draft of an object speech. Outline and Informative Speech
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Reading Activities	Chapters 9, 10, 11, & 14 Handouts on Extemp. Handouts on Original Oratory	Chapter 15, Examples of debate cases	Chapters 11, 12 & 13 (Review 14)
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Other Major Activities	Watch video examples of EX and OO. Give OO and EX Speeches.	Video examples of a CX debate	Give Object speech. Give Informative Speech
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Advanced Speech

Advanced Speech	August/September	October	November
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Content	Introduction to sompetitive events	Preparation of performance events	Revision of performance events
Writing Activities	Creating an Original Oratory. Writing debate cases based on current topic. (Aff/Neg)	Revising originl oratories, Writing debate cases based on curent topic (Aff/ Neg)	Revising originl oratories, Writing debate cases based on curent topic (Aff/ Neg)
Reading Activities	Extemporaneous research every Tuesday, accompanied by printing and highlighting an article. Reading plays, books, etc., to choose a piece from.	Extemporaneous research every Tuesday, accompanied by printing and highlighting an article. Reading plays, books, etc., to choose a piece from.	Extemporaneous research every Tuesday, accompanied by printing and highlighting an article. Reading plays, books, etc., to choose a piece from.
Other Major Activities	Workshopping performances	Workshopping performances, Competing at tournaments.	Workshopping performances, Competing at tournaments.

Stagecraft August/September October November

Writing Activities

Reading Activities

Other Major
Activities



December	January	February	March
Continue Acting	Music Drawing	Complete music and drawing scale measurements	Producing the Play
Momologue packets, (Character analysis, motivation defense, beats identification andscript mapping)	Listening to music and writing about the emotions/images it brings to your mind	Multiple sclae worksheets.	Vocabulary and Chapter questions
Chapter 4 Various plays and/or scenes			Chapter 8

Monologue, performances	Create a "Music video" by bringing in your own music and playing it over another movie or while reading ap icec of literature. Drawing and sketches (Gesture drawing, object drawing0	Classrom scale drawing	Prompt book assignment
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December	January	February	March
Reader's theatre, Building a Resume	level 1 Dance	Level 2 Dance	Finish Level 2 Dance, Stage Combat
Script writing/cutting for Reader's theatre	Writing and choreographing steps to an individual dance	Writing and choreographing steps to a group dance	Writing and choreographing partner stage combat scenes
handouts on Reader's theatre, Exmples of Resume's	Working with Dance Level 1 video	Working with Dance level 2 video	Workaing with Stage combat video

Performance of Reader's theatre, Critiques of performance, Creating a Resume

Performance of self-choreographed dance using steps from Dance video

Performances of group choreographed dance using steps from Dance video

Performance of partner stage combat scenes
Critique of performance



December

Story telling, Competitive events, Introductions/ Conclusions for competitive events

January

The Communication Process and The elements of Communication

February

Speaking & Listening the competent communicator

March

Communication and yourself. Communication with others.

Adapt a published children's story. - use a combination of words from the story and your own ideas.

Cut help wanted ads from a newspaper and identify the communication requirements. Write about the best communicator you know. Observe fellow students and keep a journal of 5 nonverbal cues that helped you identify someone's mood. Draw a cartoon showing multiple interpretations of the same message.

Vocabulary words from each chapter. Listening exercises #9, #6, food order, and makeup lecture from files. Mapping exercise. One student gives directions while others draw a map.

Vocabulary from each chapter. Name anagrams. Web diagrams of self. Write a 1-3 pg. paper on stereotypes in high schools.

Read Children's stories.

Chapter 1 & 2

Chapter 3 & 4

Chapters 5 & 6

Perform Storytelling, Watch Story telling examples from past performers

Test Chapter 1 & 2 Go outside and journal the images you see in the clouds. Identify what perception elements aided in those images being seen.

Test Chapters 3 & 4 Chapter questions on "critical thinking and multicultural learning." Find a picture of two people greeting each other with a handshake. Analyze the picture.

Test Chapters 5 & 6. Do a biography of yourself for 20 year reunion. Post in the classroom without names on them. Students are to read each and attempt to identify the author. Watch 'The Breakfast Club' identify stereotypes



December

January

February

March

Revision of performance events	Revision of performance events	Revision of performance events	Revision of performance events
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Revising original oratorical, Writing debate cases based on current topic (Aff/Neg)	Revising original oratorical, Writing debate cases based on current topic (Aff/Neg)	Revising original oratorical, Writing debate cases based on current topic (Aff/Neg)	Revising original oratorical, Writing debate cases based on current topic (Aff/Neg)
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Extemporaneous research every Tuesday, accompanied by printing and highlighting an article. Reading plays, books, etc., to choose a piece from.	Extemporaneous research every Tuesday, accompanied by printing and highlighting an article. Reading plays, books, etc., to choose a piece from.	Extemporaneous research every Tuesday, accompanied by printing and highlighting an article. Reading plays, books, etc., to choose a piece from.	Extemporaneous research every Tuesday, accompanied by printing and highlighting an article. Reading plays, books, etc., to choose a piece from.
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Workshopping performances, Competing at tournaments.	Workshopping performances, Competing at tournaments. Preparing and hosting a tournament.	Workshopping performances, Competing at tournaments.	Workshopping performances, Competing at tournaments. Preparation for district, State and NFL National districts
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December	January	February	March
	Theatre locations info. (Tour.) Theatres and stages, Stage rigging and curtains.	Safety, Production Staff and Crews, Construction	Properties, Sound, Construction
	Vocabulary from each chapter	Vocabulary from each chapter	Vocabulary from each chapter
	Reading from the text. Chapter one and two.	Reading chapters 3 and 4	Reading chapters 5 & 6

Touring the facility, doing minor introductions to equipment to be expanded later in the semester.

Testing the Woods class safety sheet on Table saw, Compound Miter saw safety. Taking the safety test on Flyline/counterweight safety.

Beginning to build the set for the current production.



April/May

Play reading

Paper/project addressing the internal and external differences of a character from "A Death of a Salesman."

"A Death of a Salesman"
"Hamlet", "The Nerd",
"Little Red and the Hood",
"Stay Awake", "The
Foreingner", "There's a
Dragon in my Dungeon"

Performances/written
evluations of various
paly.



April/May

Face Casting, Absurd
Theatre

Writing a paper discussing the history of Absurd theatre, and how it has entered thetical performance in theatre and television in today's society

Reading absurd plays
"Happy Days," "Waiting
for Gogot," "Zoo Story,"
"The Dumbwaiter."

Production of a face cast
and 3-D prosthetic



April/May

Communication in groups

Glo-team projects.
Company name, Logo
and slogans. 3 posters, an
ad slick, and written
commercial script.
Perform a commercial,
and complete all
worksheets. Create a
jingle for the commercial.

Chapter 7 "survival after a
plane crash - handout

Test Chapter 7. Glo-team
project.



April/May

Revision of performance events that have made it to the State level. "How to run a tournament" "The basics of debate"

Preparation of forms for running your own tournament. Critiques of students that are still competing at the State Level

Collecting and reviewing other schools invitational packets for running a tournament. Current research that supports thedebateopic.

Competing at State, and hopefully preparing for Nationals!



April/May

Lighting Instruments,
Planning Lighting,
Construction, Lighting and
Sound application

Vocabulary from each chapter. Writing out the design for the current lighting or sound application assignment.

Reading chapters 18 & 20

Building the set, Hanging and focusing lights for production Creating their own lighting design and using the lightboard to program and run a 10 cue program. Setting up a microphone and monitor and all writing. The testing to create house only sound, monitor only, a mix and feedback contro..

