

CURRICULUM MAPPING

COURSE: COMMERCIAL ART

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|--|--|---|---|--|
| STANDARDS | Concepts/skills General Outcomes/ Specific Outcomes | Products Performances Culminating activities | Applications of Learning | Concepts and Skills General Outcomes/Specific | Applications of Learning |
| CONTENT | Analyze and evaluate works of how aesthetic qualities are used to convey intent, expressive ideas/or meaning | Group critique and discussion | Problem solving Using Technology | Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas. | Problem solving Solution to problem, skill, technique and quality of set problem. |
| SKILLS | Compare/contrast illustrators in art history. | Create illustrations using a variety of media, technique and skills to solve set problems. | Create portrait using a symbol that represents the identity of the person/use of technology. | Use Photoshop to scan/manipulate digital images to create a montage. | Create a graphic design using silk- screen's photo- emulsion, method, printed on textile. |
| ASSESSMENT | Grade based on solution and quality of work. | Grade based on solution and quality of work. | Grade based on solution and quality of work. | Solution to problem and quality of work. | Correct techniques and procedures for set problems. Solution to problem and quality of work. |

NOTES:

CURRICULUM MAPPING

COURSE: COMMERCIAL ART

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|--|---|--|--|--|
| STANDARDS | Concepts/skills General outcomes/ Specific Outcomes | Concepts, skills, general/specific outcomes | Applications of Learning | Concepts/Skills General outcomes/ Specific outcomes | Products, performances Culminating activities |
| CONTENT | Analyze and evaluate how the choice of media, tools, technologies and processes support/influence the communication of ideas. | Activities products/culminating activities. | Using technology | Using technology | Problem solving Application of learning. |
| SKILLS | Demonstrate proper procedure and technique to create beginning projects with an airbrush. | Use an airbrush to create an illusion of form. | Create a magazine cover using Desktop Publishing. | Create a poster advertising an idea, event or product. | To be a member of design team and create a logo, letterhead and package design for a company. |
| ASSESSMENT | Solution to problem and quality of work. | Grade on solution skill, technique and quality of work. | Solution to set problem and use of computer and software. | Solution to set problem/use of computer and software. | Inventive solution to problem, being a team member and quality of work. |

CURRICULUM MAPPING

COURSE: Applications Through Design

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|---|--|--|--|---|
| STANDARDS | Intro to course Art room safety/rules Equipment safety | Principles of Art & Design Line Texture | Principles of Art & Design Value Shape Color | Principles of Art & Design Color Form | Principles of Art & Design Form Final Exam |
| CONTENT | Proper Tool & Room Usage Proper Clean-up Proper Artwork storage/care | Lines to create pattern, motion, rhythm, emphasis Textural lines to create simulated surface texture | Shading to create value Shades to create positive/negative space Geometric/free-form shapes Color Wheel | Color theory Color intensity Form as 3-D relief | Form as 3-D relief Review for Final exam |
| SKILLS | Read Syllabus Read Art Room guidelines and expectations Create portfolio folder | Vocabulary of terms OP art Textural Rubbings Collage and book assembly of visual texture Applications of concepts to create various 2-D projects | Vocabulary of terms Value Scale Positive/negative shapes Geometric vs. free-form shapes Color Wheel Mixing Applications of concepts to create various 2-D projects | Vocabulary of terms Gradation scales Intensity scales Tempera paintings Paper mache' use Tooling foil use Applications of concepts to create various 2-D and 3-D projects. | Review of vocabulary terms Use of tooling foil Use of wood Applications of concepts to create various 3-D projects |
| ASSESSMENT | Written agreement with parent-student Signatures in the course syllabus. | Grade sheets/rubric-designed based on one or more of the following: Solution Skill Quality Discussion | Grade sheets/rubric – designed based on one or more of the following: Solution Skill Quality Discussion | Grade sheets/rubric – designed based on one or more of the following: Solution Skill Quality Discussion | Grade sheets/rubric – designed based on one or more of the following: Solution Skill Quality Discussion Knowledge of previously learned terms, concepts and applications |

CURRICULUM MAPPING

COURSE: Applications Through Design

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|---|---|---|---|---|
| STANDARDS | Principles of Art & Design Space Elements of Arts s& Design Repetition Balance Rhythm, Unity | Principles of Art & Design Emphasis Contrast | Principles of Art & Design Unity Balance Shape/Mass/Form | Principles of Art & Design Movement Balance | Principles of Art & Design Balance Repetition, Contrast, Movement, Emphasis, Unity Final Exam |
| CONTENT | Kinetic Art Art History Tessellations | Color to create emotion Technology Color used to convey emotional response in portraiture | 3-D form Clay construction 2-D Still life compositions | Still life compositional arrangement Occupations and their visual representations Intro to Critique Art History Abstraction | Use of Principles and Elements of Art & Design |
| SKILLS | Vocabulary of terms Construct mobiles Alexander Calder Construct various tessellations M.C. Escher Applications of Concepts to Create various 3-D projects | Vocabulary of terms Use of Computers Emotional Responses of color Study of portraits throughout art history Applications of Concepts to create various 2-D/3-D projects | Vocabulary of terms Use of clay Proper use of tools, equipment Basic hand building construction Applications of Concepts to create various 3-D projects | Vocabulary of terms Collage Create floral compositions abstractly Georgia O'Keefe Applications of Concepts to create various 2-D/3-D projects | Review of vocabulary terms Applications of Concepts to create various 2-D/3-D projects |
| ASSESSMENT | Grade Sheets/ Rubric – Designed based on one or more of the following Solution Skill Quality Discussion | Grade Sheets/ Rubric – Designed based on one or more of the following Solution Skill Quality Discussion | Grade Sheets/ Rubric – Designed based on one or more of the following Solution Skill Quality Discussion | Grade Sheets/ Rubric – Designed based on one or more of the following Solution Skill Quality Discussion | Grade Sheets/ Rubric – Designed based on one or more of the following Solution Skill Quality Discussion Knowledge of previously learned terms, concepts and applications. |

NOTES:

CURRICULUM MAPPING

COURSE: Art I

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|---|---|---|--|---|
| STANDARDS | Equipment safety Lb Safety Intro in elements of Art and 2-D works | Intro into Elements of Art & Principles of Design 2-D works of Art DaVinci Art History Surrealism | Intro into Elements of Art & Principles of Design 2-D works of Art DaVinci Art History | Intro into Elements of Art & Principles of Design 2-D works of Art DaVinci Art History | Intro into Elements of Art & Principles of Design 2-D works of Art DaVinci Art History |
| CONTENT | Personal Safety Chem./paint, scissors, exacto Composition 2-D | Line Drawing Shading Techniques Mixed media 2-D Collage Shape Space Value | Color 2-D Andy Worhol Roy Lichtenstien | Texture 2-D 2 point perspective | Form 2-D element Technical skills |
| SKILLS | Location & use of art supplies Vocabulary Describe paragraphing 2-D drawing Still life Credit lines | TWL shading shapes Stipple Scribble Geometric shape Free form shape 1 point perspective Vocabulary | Grid drawing Color wheel Mixing colors Warhol style Repetition Scratch Art Vocabulary | Rubbings – texture Hatching Cross hatching 2-D drawing Simulated texture Vocabulary | Life drawing ½ face drawing Gesture drawing Photo copy drawing Review CRT Vocabulary |
| ASSESSMENT | Make portfolios Grade sheet info Rubric | Rubric Oral critique Describe Analysis | Oral Critique Rubric/grade sheet | Oral Critique Rubric/Grade Sheet | CRT Sem. 1 Portfolio Review |

NOTES:

CURRICULUM MAPPING

COURSE: Art I

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|--|--|---|--|--|
| STANDARDS | Intro to 3-D Study of cultures Ceramics Art History | Study of Cultures Masks Art History of Mask Making | Artist reproduction Art History Movement Styles/trends Intro to computers Research | 2-D Op art Art History Print making Wax resist | Watercolor |
| CONTENT | Sculpture Relief Ceramics Demonstrations Videos | Videos, Book – Research Demonstration Identify cultures Through significant art works (masks) | Research and 2-D reproduction of a master Identify elements and principles | Technical skills Printmaking Watercolor brush and Painting Technique Abstract O'Keefe | Technical skills Printmaking Watercolor brush and Painting Technique Review Artists |
| SKILLS | Vocabulary Cardboard relief Metal relief Wire sculpture Paper mache' masks | Vocabulary 2-D to 3-D cubes Mask making Pinch pots | Open Media Credit Line Artist Profile 2-D artwork 1 page 5 paragraph paper on selected artist | Vocabulary Prints O'Keefe Style flowers Op Art line drawing Was resist Geometric shape Painting | Vocabulary 2-D water color painting Caricature drawings Packets Worksheets for CRT review |
| ASSESSMENT | Written critique of metal reliefs Grade sheet rubric | Critique of work Rubric grade sheet | Oral Critique Rubric grade sheet | Oral Critique Rubric Grade sheets | CRT Sem. II Portfolio Review Rubric Grade sheets Vocabulary review facts Critique Resources. |

NOTES:

CURRICULUM MAPPING

COURSE: Art II

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|---|---|---|--|---|
| STANDARDS | Lab safety Equipment use | Review elements/principles of art | Explore various cultures and art production | Explore sensory elements of the arts | Interpret major works of art by style and historical period |
| CONTENT | Safety with equipment Art room procedures/safety | Create paper 3D sculpture Address shape, form and pattern | Create mask using techniques and materials from different cultures | Create sculpture using found objects. Work in groups. Combine separate elements into larger work of art. | Produce a work using an historical style. |
| SKILLS | Prevent accidents Reduce damage/waste materials | Create design using elements Construct 3D object using paper, scissors, glue & pencils | Interpret art from different cultures Create object with different materials | Perceive art elements in common objects Construction of one piece from multiple small ones Paint 3D object | Recognize historical art period. |
| ASSESSMENT | Visual observation in labs | Rubric | Rubric Critique (oral) | Visual display of combined projects Oral critique | Rubric |

NOTES:

CURRICULUM MAPPING

COURSE: Art II

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|---|--|--|---|--|
| STANDARDS | Interpret nature's creations | Explore current and historical styles/periods | Explore the sensory elements of the arts | Computer generated art | Interpret works that reflect societies |
| CONTENT | Create 3-D works using various insect forms as inspiration. | Produce a 3-D piece based on a style/period. Use music & technology to interpret styles. | Create a fabrication sculpture. Create a work based on mood/expression. | Create a product with the use of technology. Create an image-altered piece on the scanner | Create a 2-D or 3-D work based on the style of another culture |
| SKILLS | Construction of 3-D forms will follow research for knowledge about insects. | Identify how history shapes the arts. Interpret historically significant works. | Recognize the role that our senses play in visual arts. Interpret & analyze functional pieces. | Recognize the role of technology in visual expression. Design principle applications | Analyze the role that society has in shaping its art. |
| ASSESSMENT | Rubric Critique | Rubric Test | Critique (oral) | Performance Assessment Rubric Critique | Rubric |

NOTES:

CURRICULUM MAPPING

COURSE: Band 2 Intermediate Band

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|---|---|---|---|---|
| STANDARDS | Marching Band Maintenance Music Reading Theory | Marching Band Maintenance Music Reading Theory | Marching Band Maintenance Music Reading Theory | Concert Repertoire Scale Studies Music Reading and Vocabulary Intonation | Concert Repertoire Scale Studies Music Reading and Vocabulary Intonation |
| CONTENT | Marching Charts Repair manual Theory Books Computer Software | Marching Charts Repair manual Theory Books Computer Software | Marching Charts Repair manual Theory Books Computer Software | Concert Literature Scale Books Sight-reading Music Music Pictionary | Concert Literature Scale Books Sight-reading Music Music Pictionary |
| SKILLS | Performing Marching Music Develop Music Vocab Understanding Technical Expressive Sensory elements of Music | Performing Marching Music Develop Music Vocab Understanding Technical Expressive Sensory elements of Music | Performing Marching Music Develop Music Vocab Understanding Technical Expressive Sensory elements of Music | Demonstrate Through Performing Concert Music Perform Scales Adjust Intonation | Demonstrate Through Performing Concert Music Perform Scales Adjust Intonation |
| ASSESSMENT | Performing Theory Exam Marching Field Show Repairing & Maintaining Music | Performing Theory Exam Marching Field Show Repairing & Maintaining Music | Performing Theory Exam Marching Field Show Repairing & Maintaining Music | Dictionary Christmas Concert Scale Playing Test Music | Dictionary Christmas Concert Scale Playing Test Music |

NOTES:

CURRICULUM MAPPING

COURSE: Band 2 Intermediate Band

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|--|--|---|--|--|
| STANDARDS | Solo & Ensemble IHSA Organization Prep | IHSA SICA District Band | Festival Participation | Spring Concert Prep | Spring Concert Summer Marching Prep Graduation |
| CONTENT | Solo Literature Ensemble Literature Concert & Jazz Music | SICA Music District Music IHSA Music | SICA Music District Music IHSA Music Other Fest Music | Spring Concert Music | Following Year Music Graduation Music |
| SKILLS | Perform High Quality Solo & Ensemble Music, Concert Music, Jazz Music. | Demonstrate Performing Different Kinds of Music for SICA District & IHSA | Demonstrate Correct Dynamics & Expression | Performing Concert music Performing with Correct Dynamics & Expression | Performing Concert music Performing with Correct Dynamics & Expression |
| ASSESSMENT | Participate in Solo & Ensemble | Participate in Solo & Ensemble SICA | Perform District Music Taping Spring Music Critique Rehearsal | Rehearsal Taping Spring Music Critique Rehearsal | Perform Spring Concert Graduation Performance |

NOTES:

CURRICULUM MAPPING

COURSE: Beginning Instrumental Ensemble

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|--|---|--|--|--|
| STANDARDS | Instruments Tools Processes Technical Elements | Instruments Tools Processes Sensory Elements Technical Elements | Sensory Elements Tools Processes Technical Elements | Sensory Elements Tools Processes Technical Elements | Expressive Qualities Sensory Elements Processes Performance |
| CONTENT | Best In Class Pgs 1-6 Instrument Selection Maintenance | Best In Class Pgs 6-8 Parts and processes of Instruments Theory | Best In Class Pgs 8-11 Theory | Best In Class Pgs 11-14 Theory | Best In Class Page 15 Theory |
| SKILLS | Develop Vocabulary Identify Instrument families | Vocabulary Note Reading Rhythm Reading | Vocabulary Note Reading Rhythm Reading | Vocabulary Note Reading Rhythm Reading | Vocabulary Note Reading Rhythm Reading |
| ASSESSMENT | Visual Written | Performance Tests Written | Quarter Exam Performance | Performance Tests Performance Critique | Semester CRT Something Special Page 15 Performance |

CURRICULUM MAPPING

COURSE: Beginning Instrumental Ensemble

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|---|---|--|---|---|
| STANDARDS | Sensory Elements Technical Elements | Sensory Elements Technical Elements Expressive Qualities` | Music Function: History Society Everyday Life Technical Elements | Music Function: History Society Everyday Life Technical Elements | Music Function: History Society Everyday Life Technical Elements Performance |
| CONTENT | Best In Class Pages 16-19 Vocabulary Articulations | Best In Class Pages 19-23 Vocabulary Articulations | Best In Class Pages 23-25 Bach, Mozart, Beethoven Composers/Performers | Best In Class Pages 27-30 Parker, Gillespie, Davis Composers/Performers | Best In Class Page 26 Theory |
| SKILLS | Slurring Tonguing Ties Phrases | Slurring Tonguing Ties Phrases | Discern Genres Music Periods | Discern Genres Musical Periods | Performance |
| ASSESSMENT | Self-Critique Performance | Ensemble Critique Performance Written Tests | Performance Written Tests Ensemble Critique | Self-critique Performance | Semester CRT Something Special Page 26 Self-critique Performance |

CURRICULUM MAPPING

COURSE: Concert Band – Band 3

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|--|--|--|--|---|
| STANDARDS | Reading notation | Understand sensory, technical and expressive elements of music | Marching fundamentals | Understanding of words associated with music | Music's role in the Holidays |
| CONTENT | Warm-up books Scales Chorales Counting Drills | Proper Technique; Fingerings Embouchure Articulation, air support | Commands: Stationary, moving | Terms & Form | Holiday concert preparation |
| SKILLS | Identify Notes Terms Form | Demonstrate the content on specific instruments | Playing & marching during performance | Identify and define terms and form types | Playing holiday music with consideration to aforementioned skills |
| ASSESSMENT | Written and playing test | Written and playing test | Written and playing test Video evaluation | Written and playing test | Written and playing test Evaluate concert recording |

CURRICULUM MAPPING

COURSE: Concert Band – Band 3

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|---|--|---|--|---|
| STANDARDS | IHSA solo and ensemble and organizational preparation. | IHSA plus SICA, District Band Prep. | Festival participation | Spring concert preparation | Spring concert preparation |
| CONTENT | Selected solos and contest music | Same as Jan. plus SICA, District Band music | SICA, District and IHSA selections | Popular and light concert music | Graduation music. |
| SKILLS | Perform and create music of challenging complexity and length with expression | Perform and create music of challenging complexity and length with expression. | Perform and create music of challenging complexity and length with expression with other students from other schools. | Perform music with limited preparation | Perform ceremonial music with limited prep. |
| ASSESSMENT | Judging by peers and teacher | Pre-contest recital and concert | Performance in competition and judges rating | Evaluation of concert recordings | End of year tests and evaluation |

NOTES:

CURRICULUM MAPPING

COURSE: Concert Choir

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|---|--|--|--|---|
| STANDARDS | Proper maintenance and care of voice Processes Technical Elements | Technical elements of music Processes | Creating and performing Sensory Elements Technical Elements | Sensory elements of music Tools Processes | Creating and performing Sensory Elements Performance |
| CONTENT | Discuss procedures of voice care, voice problems and vocal control | Prepare IMEA selections Sight reading Sing music from contrasting genres Music Theory | Vocabulary journals Sight reading Music Theory | Sight reading Explore and research vocal musical styles | Sight reading Multicultural musical styles |
| SKILLS | Musical terms and phrases Vocal knowledge | Rehearsal techniques Identify musical genres Use music software | Interpret articulation dynamics, phrasing, diction, phrasing Rehearsal techniques Use Music software | Performance and evaluation Identify Musical styles | Performance and evaluation Identify gospel, folk, blues and jazz |
| ASSESSMENT | Discussions Journals Self evaluations | Sight-reading test Master Theory Book 1 | Fall concert Self Evaluations Master Theory Book 1 | Self evaluations Sight reading tests | Tours of feeder schools Winter concert Self evaluations Semester CRT |

NOTES:

CURRICULUM MAPPING

COURSE: Concert Choir

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|--|--|---|---|---|
| STANDARDS | Sensory Elements Technical Elements | Sensory Elements Technical Elements Expressive Qualities | Music Function: History Society Everyday Life Technical Elements | Music Function: History Society Everyday Life Technical Elements | Music Function: History Society Everyday Life Technical Elements Performance |
| CONTENT | Vocabulary Vocal Techniques Articulations Tone Solo Literature | Vocabulary Vocal Techniques Articulations Tone Solo Literature Contest Prep | Vocabulary Vocal Techniques Articulations Tone Musical Styles Performers | Vocabulary Vocal Techniques Articulations Tone Musical Styles Performers | Vocabulary Vocal Techniques Articulations Tone Musical Styles Performers Performances |
| SKILLS | Developing individual and group tone | Solo performance skills Ensemble performance skills | Ensemble performance skills | Ensemble performance skills | Ensemble performance skills Genre evaluation |
| ASSESSMENT | Director's evaluation Diction exam | Self-evaluation Solo & Ensemble contest Performance Check-off | Self-evaluation Group critique Fine Arts Festival Performance Check-off | Self-evaluation Group critique IMEA Organizational | Spring Concerts Spring Contests Self-evaluation Semester CRT |

NOTES:

CURRICULUM MAPPING

COURSE: Jazz Ensemble

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|---|---|---|---|---|
| STANDARDS | Sound Production Styles | Sound Production Styles | Create/perform complex work | Create/perform complex work Styles | Create/perform complex work |
| CONTENT | Major, Minor scales Articulations Tone Production Vocabulary | Major, Minor scales Articulations Tone Production Vocabulary | Major, Minor scales Chromatic Vocabulary | Tempos Dynamics Phrases | Tempos Dynamics Phrases |
| SKILLS | Perform Scales and identify tonal patterns | Perform scales and identify tonal and structural patterns | Performance Identify complex key signatures | Performance Interpret relationship of tempo and dynamics to mood and style | Performance Develop awareness of intensity levels and contrast |
| ASSESSMENT | Daily rehearsal Self-critique | Daily rehearsal Self-critique Written exam | Auditory Evaluation Composition Sectionals | Ensemble critique Self-critique Sectionals | Semester CRT Performance Winter Concert |

CURRICULUM MAPPING

COURSE: Jazz Ensemble

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|---|--|--|---|---|
| STANDARDS | Create and perform music of challenging complexity and length with expression | Analyze and classify historical and contemporary music by style, period, and culture | Analyze and classify historical and contemporary music by style, period, and culture | Create and perform music of challenging complexity and length with expression | Create and perform music of challenging complexity and length with expression |
| CONTENT | Scales, articulations, structure | Blues, swing, Latin styles | Bee Bop, shuffle, ballad styles | Articulations Phrasing Tempos | Style and structural components and considerations |
| SKILLS | Prepare various works for competitive performance | Identify styles by era and composer | Perform styles of various eras and composers | Performance of challenging works for professional critique | Reflect on performances and progress |
| ASSESSMENT | Written exam Sectionals Performance Exams | Festival Performance Self-critique Sectionals | Festival Performance Technology project Sectionals | IMEA organizational Performance Critique Self-Critique | Spring Concert Semester CRT |

CURRICULUM MAPPING

COURSE: Mixed Choir

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|---|--|--|--|---|
| STANDARDS | Proper maintenance and care of voice Processes Technical Elements | Technical elements of music Processes | Creating and performing Sensory Elements Technical Elements | Sensory elements of music Tools Processes | Creating and performing Sensory Elements Performance |
| CONTENT | Discuss procedures of voice care, voice problems and vocal control | Prepare IMEA selections Sight reading Sing music from contrasting genres Music Theory | Vocabulary journals Sight reading Music Theory | Sight reading Explore and research vocal musical styles | Sight reading Multicultural musical styles |
| SKILLS | Musical terms and phrases Vocal knowledge | Rehearsal techniques Identify musical genres Use music software | Interpret articulation dynamics, phrasing, diction, phrasing Rehearsal techniques Use Music software | Performance and evaluation Identify Musical styles | Performance and evaluation Identify gospel, folk, blues and jazz |
| ASSESSMENT | Discussions Journals Self evaluations | Sight-reading test Master Theory Book 1 | Fall concert Self Evaluations Master Theory Book 1 | Self evaluations Sight reading tests | Tours of feeder schools Winter concert Self evaluations Semester CRT |

NOTES:

CURRICULUM MAPPING

COURSE: Mixed Choir

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|--|--|---|---|---|
| STANDARDS | Sensory Elements Technical Elements | Sensory Elements Technical Elements Expressive Qualities | Music Function: History Society Everyday Life Technical Elements | Music Function: History Society Everyday Life Technical Elements | Music Function: History Society Everyday Life Technical Elements Performance |
| CONTENT | Vocabulary Vocal Techniques Articulations Tone Solo Literature | Vocabulary Vocal Techniques Articulations Tone Solo Literature Contest Prep | Vocabulary Vocal Techniques Articulations Tone Musical Styles Performers | Vocabulary Vocal Techniques Articulations Tone Musical Styles Performers | Vocabulary Vocal Techniques Articulations Tone Musical Styles Performers Performances |
| SKILLS | Developing individual and group tone | Solo performance skills Ensemble performance skills | Ensemble performance skills | Ensemble performance skills | Ensemble performance skills Genre evaluation |
| ASSESSMENT | Director's evaluation Diction exam | Self-evaluation Solo & Ensemble contest Performance Check-off | Self-evaluation Group critique Fine Arts Festival Performance Check-off | Self-evaluation Group critique IMEA Organizational | Spring Concerts Spring Contests Self-evaluation Semester CRT |

NOTES:

CURRICULUM MAPPING

COURSE: Music Technology I

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|---|---|---|--|---|
| STANDARDS | Tools Processes Technical Elements | Tools Processes Sensory Elements Technical Elements | Sensory Elements Tools Processes Technical Elements | Sensory Elements Tools Processes Technical Elements | Expressive Qualities Sensory Elements Processes Performance |
| CONTENT | Roland RS-5 Work Station Components Synthesizer Hip-Hop EJay | Roland RS-5 Work Station Components Synthesizer Hip-Hop EJay Cakewalk | Hardware and software manipulation Cakewalk | Hardware and software manipulation Cakewalk | Hardware and software manipulation Cool Edit Pro Cakewalk |
| SKILLS | Develop Vocabulary Identify Keyboard and workstation Understand software components | Vocabulary Note Reading Rhythm Reading Software components MIDI sound cards Cakewalk Tutorial | Sound Types Transport functions Arrange window Audio basics Mixer & effects use | Mixer & effects use Events Lists Matrix Editor Score Editor | Mixer & effects use Matrix Editor Sample Editor Wave Player Synchronization MIDI files Video files Audio recording |
| ASSESSMENT | Visual Written evaluation | Performance Tests Written evaluation | Quarter Exam Performance Written evaluation | Performance Tests Self-Critique Written evaluation | Semester CRT Written evaluation Project Self-Critique |

CURRICULUM MAPPING

COURSE: Music Technology I

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|---|---|--|---|---|
| STANDARDS | Sensory Elements Technical Elements | Sensory Elements Technical Elements Expressive Qualities` | Music Function: Society Everyday Life Technical Elements | Music Function: Society Everyday Life Technical Elements | Music Function: Society Everyday Life Technical Elements |
| CONTENT | Hardware and software manipulation and creation Cool Edit Pro Sonar | Hardware and software manipulation and creation Cool Edit Pro Sonar | Hardware and software manipulation and creation Cool Edit Pro Sonar | Hardware and software manipulation and creation Cool Edit Pro Sonar | Hardware and software manipulation and creation Cool Edit Pro Sonar |
| SKILLS | Tutorial 1-2 The basics/recording MIDI Controlling playback | Tutorial 3-4 Recording digital audio Editing MIDI | Tutorial 5-6 Editing Audio Using groove clips Professional studio techniques Music producer's function | Tutorial 7-8 Sound and effects mixing Using soft synthesizers Layouts, templates Commercial music | Using system-exclusive data Synchronizing equipment Improving audio performance Commercial music |
| ASSESSMENT | Self-Critique Written project | Audio project Performance Written Tests | Audio project Reflection Written Tests Group Critique | Audio project Self-critique Written project 2 | Semester CRT Final CD project Reflection |

CURRICULUM MAPPING

COURSE: Studio Art

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|--|--|---|---|---|
| STANDARDS | Equipment Safety | Analyze/evaluate the effective use of elements, principles/expressive qualities in a composition/performance in art. | Analyze/evaluate the effective use of elements, principles/expressive qualities in a composition/performance in art. | Analyze/evaluate student/professional works for how aesthetic qualities are used to convey intent, expressive ideas/or meaning. | Analyze/evaluate student professional works for how aesthetic qualities are used to convey intent, expressive ideas/or meaning. |
| CONTENT | Classroom safety Chem Safety Material/supply safety CPU Lab Safety | Venn Diagram 2-D work of art | Create a logo 2-D work of art Self-portrait Symbol vocabulary | Emotional sensitivity Compare/contrast in works of art Research Communication skills | Vocabulary: Emotional sensitivity in works of art/vocabulary pertaining to 3-D sculpture Comm. Skills |
| SKILLS | Prevent accidents in art room Proper tool handling/maintenance Proper clean up | Use a Venn Diagram/compare/contrast organic vs. geometric shapes used in Nat. Amer. Pottery | Study various symbols from common commercial logos. Identify why symbols are a success. Design Logo Vocabulary worksheets Self portrait using symbolic expression | Compare/contrast the emotion sensitivity of works of Kahlo, Kollwitz, Munch/VanGogh,. Analyze/interpret | Research 3-D sculpture Vocabulary/emotion sensitivity in works of art |
| ASSESSMENT | Quiz | Critique Quiz | Critique Vocabulary/list/worksheet /test | Group discussion Group Critique | Vocabulary/list Worksheet/test |

CURRICULUM MAPPING

COURSE: Studio Art

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|--|--|---|---|--|
| STANDARDS | Create/perform a complex work of art using a variety of techniques, technologies/indpt. Decision-making. | Create/perform a complex work of art using a variety of techniques, technologies/indpt. Decision making. | Analyze/evaluate how the choice of media, tools, tech/ processes support/influence the communication ideas. | Analyze/evaluate how the choice of media, tools, tech/ processes support/influence the communication ideas. | Analyze/eval. Student/prof. Works for how aesthetic qualities are used to convey intent/ideas/meaning. |
| CONTENT | 2-D illustrated word | Vocabulary worksheet list Scratch Art | Linoleum block Illustrated text Vocabulary Research career in art | CPU Montage CPU printout CPU generated CD cover design Vocabulary Digital camera Photoshop | Create a 3-D work of art. Internet Research (Technology) 3-D file/replica |
| SKILLS | Create an illustrated work based on its pictorial representation. The letters will be spelled out in an image-based concept. | Select an image that can be done in B&W. Reproduce values using hatching, cross-hatching, stippling or marks. Use the scratch art meth. Intro to vocab used in ceramic sculpture/graphic art | Create a linoleum block design based on use of t/space. Use a passage of a written text from a novel, poem or song lyric/illustrate using various media. Vocab. | Create a montage using both scanned/downloaded digital pictures. Create a CD cover design for the music industry (CPU generated/usage). | Create a 6"x6" tile out of clay. The tile must include additive/subtractive techniques (sculpture) Heritage (personal) Research pottery 3-D clay replica |
| ASSESSMENT | Graded Rubric Critique | Quiz Graded Rubric/Critique | Graded Rubric/ Critique Vocabulary/list Test Report with visuals | Graded Rubric/Critique | Grade/critique Group discussion Rubric Vocabulary/list Worksheet. |

NOTES:

CURRICULUM MAPPING

COURSE: Symphonic Band

INSTRUCTOR: _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-------------------|--|--|--|---|---|
| STANDARDS | Reading Notation | Marching Band Technique | Marching Band Technique | Concert Preparation | Concert Preparation |
| CONTENT | Staff Notation Symbol Identification Term &(musical) Rhythm | Marching Technique Playing Technique Drill Chart Assignment Physical Fitness | Marching Technique Playing Technique Drill Chart Assignment Physical Fitness | X-Mas Selections Theme Identification Community Projects | X-Mas Selections Theme Identifications Community Projects |
| SKILLS | Demonstrate the ability to read written musical notation | Demonstrate the ability to march and play at the same time using drill assignments. | Demonstrate the ability to march and play at the same time using drill assignments. | Create & perform music of challenging complexity and length with expression | Create & perform music of challenging complexity and length with expression |
| ASSESSMENT | Rehearsal Performance Written Exam | Field Show Performance | Field Show Performance | Performance | Performance |

NOTES:

CURRICULUM MAPPING

COURSE: Symphonic Band

INSTRUCTOR: _____

| | JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|-------------------|--|--|--|---------------------|-------------------------|
| STANDARDS | IHSA Solo Ensemble Prep. Organizational Prep | All Festival Prep. | Festival Participation | Spring Concert Prep | Spring Concert Prep. |
| CONTENT | Solos Contest Music Piano Acc. | Solos Concert Music | Participate in IHSA organizational Participate in Solo Ensemble SICA and District 228 | Musical Selections | |
| SKILLS | Create & Perform Music of challenging complexity and length with expression | Create & Perform music of challenging complexity and length with expression | Create and perform music of challenging complexity and length with expression. Perform with other students from other schools. | | |
| ASSESSMENT | Adjudication Performance Rehearsal | Adjudication Performance Rehearsal | Performance Competition | | |

NOTES: