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Dear Educator:

The Carolina First Center for Excellence is proud to bring you the attached list of Essential Facts for Music (Grades 1-5). We thank you in advance for using this material.

Please understand that a great deal of time and effort has been put into the development of these materials. All material has been designed and written to correspond to the South Carolina State Standards. By accepting this, you are agreeing to not reproduce or use this material in any way other than as intended.

The Carolina First Center for Excellence has invested to bring you this *Essential Facts System*™ for grades K – 8. Consistent with our belief in continuous quality improvement, we invite you to share your experiences and results with us so that we may continue to provide you with services that meet your needs and enhance student achievement. Please consider the suggestions listed below:

- a. Classroom data and aggregated grade-level data. Please provide both classroom and grade-level data that records results from the start of the *Essential Facts System*™ to the end of the school year.
- b. Comments (plus/delta). Please provide information about the components of this packet that are “good” and/or “needs to be improved.” This information is essential to the successful expansion of the product.
- c. Anecdotes. Please share stories about what happened throughout the year while using the *Essential Facts System*™. Stories and photos are welcome.
- d. Questions and suggestions for improvement, including typographical or content errors. Please communicate with us.

The CFCE is willing and able to provide professional development services that support the effective use of the *Essential Facts System*™ of learning in your classroom and school. Components will include: Essential Facts; Capacity Matrices; Random Sampling System; Scatter Diagram; Data and Decision Making; and Student and Classroom Data. Please do not hesitate to contact CFCE staff with questions.

Sincerely,

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Essential Facts System TM

Music

Grades 1-5

Created using the
South Carolina Academic Learning Content

Essential Facts may be used to review and preview student knowledge of the content area through a random sampling process. Class and individual data should be graphed throughout the year.

The Carolina First Center for Excellence, a program of the Greenville Chamber Foundation, brings Continuous Quality Improvement strategies to more than 30 schools in and out of Greenville County, affecting more than 15,000 students. For more information about CFCE, contact Michele Brinn at 864-239-3727 or Tami Miller at 864-239-3743, or visit www.greenvillechamber.org.

First Grade Music Essential Facts

Singing

1. When you talk to your friends, you use your **speaking** voice.
2. When you sing a song in music class, you use your **singing** voice.
3. When you call to a friend across the playground, you use your **shouting** voice.
4. When you tell your friend a secret, you use your **whispering** voice.
5. When the teacher sings a melody and you sing the same thing back to her, you are being her **echo**.

Instruments

6. A **pitched** instrument can create high and low sounds.
7. An **unpitched** instrument cannot create high and low sounds.

Improvising

8. Making up the music while you perform is called **improvising**.

Composing

9. Making up pieces of music by putting sounds together in your own way is called **composing**.

Reading and Notating

10. Two eighth notes tied together to share one beat are called **beamed** eighth notes.
11. When counting rhythm, a **quarter note** gets one beat of sound.
12. When counting rhythm, two beamed **eighth** notes share one beat of sound.
13. When counting rhythm, a **quarter rest** gets one beat of silence.
14. The five lines and four spaces on which music is written are called the **staff**.

Analyzing

15. Listening to music and showing how things such as pitch, dynamics, tempo, and melody change is called **analyzing**.
16. How high or low a tone sounds is called **pitch**.
17. A grouping of long and short sounds is called a **rhythm** pattern.
18. The volume, or how loud or soft the music sounds, is called **dynamics**.
19. The speed of the beat is called **tempo**.
20. A **melody** is a line of single tones that move upward, downward, or repeat.

History and Culture

21. The people who create music for an audience are called **performers**.
22. The people who listen to the music created by the performers are called the **audience**.

First Grade Capacity Matrix for Music Essential Facts

Singing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can use my speaking voice.					
I can use my singing voice.					
I can use my shouting voice.					
I can use my whispering voice.					
I can echo what my teacher does with her voice.					
Instruments	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain the difference between pitched and unpitched instruments.					
Improvising	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain what improvising means.					
Composing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain what composing means.					
Reading and Notating	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can draw two beamed eighth notes and tell how many beats of sound they receive.					

Reading and Notating (continued)	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can draw a quarter note and tell how many beats of sound it receives.					
I can draw a quarter rest and tell how many beats of silence it receives.					
I can draw a music staff .					
Analyzing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain what analyzing means.					
I can explain pitch .					
I can explain rhythm .					
I can explain dynamics .					
I can explain tempo .					
I can define melody .					
History and Culture	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can describe who performers are.					
I can explain what an audience is.					

Second Grade Music Essential Facts

Singing

1. Singing a song with a soft volume is called **piano**.
2. Singing a song with a loud volume is called **forte**.
3. Gradually getting louder as you sing is called **crescendo**.
4. Gradually getting softer as you sing is called **decrescendo**.

Instruments

5. A **violin** is the smallest of the orchestral string instruments, played by being held under the chin and bowing or plucking the strings.
6. A **cello** is the second-largest instrument in the orchestral string family. It is held between the knees and played by bowing or plucking the strings.
7. A **trumpet** is the smallest, highest-pitched instrument in the brass family, played by the buzzing of lips into the mouthpiece while pressing keys with fingers.
8. A **trombone** is a large, low-pitched instrument in the brass family, played by the buzzing of lips into a mouthpiece while moving the slide in or out.
9. A **flute** is a long, thin, woodwind instrument that is played by blowing across a hole at one end while covering holes along the body with fingers.
10. A **clarinet** is a woodwind instrument that uses a single reed and is played by blowing into the mouthpiece while covering finger holes along the body.
11. **Timpani**, also known as kettledrums, are a set of percussion instruments consisting of two or more large kettle-shaped drums played with mallets.
12. A **piano** is a keyboard instrument in the percussion family that is played by pressing the keys on the keyboard. Its sound is produced by hammers hitting stretched strings.

Improvising

13. A **question** phrase is a melody expressing a musical thought ending on *so*.
14. An **answer** phrase is a melody expressing a musical thought ending on *do*.

Composing

15. An **ostinato** is a short, repeated rhythm or melody.
16. An **introduction** is music played before the main part of a composition begins.
17. A **coda** is a “tail” or short section, added at the end of a piece of music.

Reading and Notating

18. When counting rhythm, a **half note** gets two beats of sound.
19. When counting rhythm, a **dotted half note** gets three beats of sound.
20. When counting rhythm, a **half rest** gets two beats of silence.
21. Music is separated into measures by a **bar line**.
22. The **time signature** tells the performer how many beats are in each measure and which kind of note gets the beat.

23. A grouping of beats set off by bar lines is called a **measure**.
24. A **double bar line** tells the performer where the song ends.
25. A **repeat sign** looks like a double bar line with two dots before it. It tells the performer to go back and repeat a section of music.
26. A **treble clef** is a sign that shows the performer the order of the pitches on the lines and spaces of the staff. Instruments that have a high pitch usually have music written in this clef.

Analyzing

27. When a beat can be divided into groups of two, the meter is **duple**.
28. When a beat can be divided into groups of three, the meter is **triple**.
29. **Form** is the overall plan of a piece of music.
30. A form that has two different sections of music is called **AB form**.
31. A form that has three sections of music, but the first and last sections are the same, is called **ABA form**.
32. A section of a song that is sung the same way every time it repeats is called the **refrain**.
33. A section of a song where the melody stays the same when it repeats but the words change is called the **verse**.
34. A **step** moves from one tone to another without skipping tones in between.
35. A **skip** moves from one tone to another, skipping over the tones in between.
36. **Repeated** tones are two or more tones in a row that have the same sound.

Evaluating

37. When you use words such as *fast* or *slow*; *loud* or *soft*; *high* or *low*; and *same* or *different* to describe music, you are **evaluating**.

Connections

38. How music expresses the way of life for different groups of people is called musical **culture**.

History

39. Music written during different periods of time is music **history**.

Second Grade Capacity Matrix for Music Essential Facts

Singing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can sing at a piano volume.					
I can sing at a forte volume.					
I can perform a crescendo .					
I can perform a decrescendo .					
Instruments	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can identify a violin .					
I can identify a cello .					
I can identify a trumpet .					
I can identify a trombone .					
I can identify a flute .					
I can identify a clarinet .					
I can identify timpani .					
I can identify a piano .					
Improvising	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can improvise an answer phrase to my teacher's musical question phrase .					
Composing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain an ostinato .					
I can explain an introduction .					
I can explain a coda .					

Reading and Notating	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can draw a half note and state how many beats of sound it receives.					
I can draw a dotted half note and state how many beats of sound it receives.					
I can draw a half rest and state how many beats of silence it receives.					
I can identify a bar line .					
I can identify a measure .					
I can identify a time signature .					
I can identify a double bar line .					
I can identify a repeat sign .					
I can identify a treble clef .					
Analyzing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain form .					
I can explain AB form .					
I can explain ABA form .					
I can explain refrain .					
I can explain verse .					
I can draw a musical step on staff paper.					
I can draw a musical skip on staff paper.					
I can draw repeated tones on staff paper.					

Evaluating	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain how to evaluate a piece of music using musical terminology.					
Connections	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain musical culture .					
History and Culture	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain music history .					

Third Grade Music Essential Facts

Singing

1. Singing a song with a medium soft volume is called **mezzo piano**.
2. Singing a song with a very soft volume is called **pianissimo**.
3. Singing a song with a medium loud volume is called **mezzo forte**.
4. Singing notes short and separated is called singing **staccato**.
5. Singing notes in a smooth and connected way is called singing **legato**.
6. A melody that only uses *Do, Re, Mi, So, La* is called a **pentatonic** melody.
7. A **descant** is a countermelody that decorates the main melody, often soaring above the melody of the song.

Instruments

8. Two pitches played at the same time on an Orff instrument are a **blocked** bordun accompaniment.
9. Two pitches played separately on an Orff instrument are a **broken** bordun accompaniment.
10. An accompaniment where the player's left hand crosses over the top of the right hand, which is playing *so*, to leap from low-*do* to high-*do* is called a **cross-over** bordun. Using your imagination, the pattern looks like a rainbow curving over the sun.
11. A **string bass** is the largest string instrument, and it has the lowest voice. The player must sit on a high stool or stand in order to play it.
12. A **French horn** is a medium-sized instrument made of coiled brass tubing with a large bell at one end. The player keeps one hand inside the bell while performing.
13. A **bassoon** is a large, tube-shaped, woodwind instrument with a double-reed. Its lower notes can be gruff or comical, while higher notes are softer, sweeter, and gentler sounding.
14. A **snare drum** is a small, metal, cylinder-shaped drum. Metal coils are stretched across the bottom of the drum to make a distinctive sound when the top head is hit with sticks.

Improvising

15. When you make up a melody based on a scale of five notes (*Do, Re, Mi, So, La*), you are improvising in the **pentatonic** scale.
16. When you improvise one section of music that always returns, creating a pattern in the musical form, you are improvising the A section of **rondo** form.

Composing

17. An **interlude** is a short musical connection between sections of a piece of music.
18. An **accompaniment** is music that supports the sound of the featured performer.
19. When a composer writes using the musical form ABACA, in which the first A section always returns, he is composing in **rondo** form.

Reading and Notating

20. When counting rhythm, a **whole note** gets four beats of sound.

21. When counting rhythm, four notes that share one beat are called **sixteenth notes**.
22. When counting rhythm, a **whole rest** gets four beats of silence.
23. A **repeat sign** tells you to perform the phrase or section again.
24. *D.C. fine* means to go back to the **beginning** and perform the phrase or section again.
25. *D.S. al fine* means to go back to the **sign** and perform the phrase or section again.

Analyzing

26. Music that uses instruments commonly found in an American orchestra could be classified as **orchestral** music.
27. Music that uses instruments commonly found in other countries or cultures could be classified as **multi-cultural** music.

Connections

28. Songs passed down through generations of South Carolina citizens are called South Carolina **folk songs**.

History and Culture

29. Music that was written during different periods of time is music **history**.

Third Grade Capacity Matrix for Music Essential Facts

Singing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can sing at a mezzo piano volume.					
I can sing at a pianissimo volume.					
I can sing at a mezzo forte volume.					
I can demonstrate the difference between singing staccato and legato .					
I can sing songs using pitches from the pentatonic scale.					
I know what descant means.					
Instruments	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can play a blocked bordun accompaniment on an Orff instrument.					
I can play a broken bordun accompaniment on an Orff instrument.					
I can play a cross-over bordun accompaniment on an Orff instrument.					
I can identify a string bass .					
I can identify a French horn .					
I can identify a bassoon .					
I can identify a snare drum .					
Improvising	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can improvise using the pentatonic scale .					
I can improvise the A section of a rondo form .					

Composing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I know what interlude means.					
I know what accompaniment means.					
I can explain rondo form .					
Reading and Notating	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can read a rhythm that includes whole notes .					
I can read a rhythm that includes whole rests .					
I can read a rhythm that includes sixteenth notes .					
I know what a repeat sign tells the performer to do.					
I know what D.C. fine tells the performer to do.					
I know what D.S. al fine tells the performer to do.					
Analyzing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain the difference between orchestral and multi-cultural music.					
Connections	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I know what South Carolina folk songs are.					

History	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain what music history means.					

Fourth Grade Music Essential Facts

Singing

1. An **accent** tells the performer to sing a note with more emphasis than the other notes.
2. A **fermata** tells the performer to continue singing the pitch until the conductor says stop.
3. **Ritardando** tells the performer to slow the tempo of a section of music.
4. A **slur** is a curved line connecting two or more notes of different pitch that tells the performer to smoothly connect the two notes.
5. A **tie** is a musical symbol that connects two notes of the same pitch, making the rhythm longer.

Instruments

6. An accompaniment where both of the player's hands jump from low *so* and *do* to high *so* and *do* is called a **level** bordun. Using your imagination, the pattern looks like a double rainbow curving over the instrument.
7. A **viola** is a string instrument midway between the violin and the cello in size, played by being held under the chin and bowing or plucking the strings.
8. A **tuba** is the largest, lowest-pitched instrument in the brass family, played by the buzzing of lips into the mouthpiece while pressing keys with the fingers.
9. An **oboe** is a high-pitched, double-reed woodwind instrument that is played by blowing into the reed while covering finger holes along the body.
10. A **xylophone** is a percussion instrument that is made up of one or two rows of wooden bars of different lengths, played by hitting the bars with mallets.

Improvising

11. A **phrase** is a musical sentence that completes a thought.
12. A **section** is a group of phrases put together to create a musical idea.

Composing

13. When there are four beats in a measure and the quarter note gets the beat, the music is written in a **4/4 time signature**.
14. When you compose your own musical idea, it is called an **original** work.

Reading and Notating

15. When counting rhythm, a **dotted quarter note** gets one and a half beats of sound.
16. An **upbeat** is one or more notes that occur before the first bar line of a phrase.
17. When counting rhythm, a single **eighth note** gets half a beat of sound.

Analyzing

18. A **theme** is an important melody that occurs several times in a piece of music.
19. A **canon** is a musical form in which the parts imitate each other. One part begins, or leads, and the other parts follow.

20. A chord pattern frequently used in blues music is called **12 bar blues**.
21. **Theme and variation** is a musical form in which each section is a variation of the original theme.

Connections

22. An **opera** is a genre in which music and drama work together to tell a story. All words used to tell the story are sung, as in an aria, or chanted, as in a recitative.
23. A **musical** is a genre in which music, drama, and dance work together to tell a story. Words are expressed through singing, speaking, and dancing.

History

24. Johann Sebastian **Bach** was a composer from Germany who played the organ and wrote the popular piece *Toccatina and Fugue in D minor*.
25. Wolfgang Amadeus **Mozart** was a composer from Austria who played the harpsichord and wrote the popular melody *Twinkle, Twinkle Little Star*.
26. Ludwig von **Beethoven** was a composer from Germany who played the piano and wrote the popular melodies *Joyful*, *Joyful We Adore Thee* and *Fur Elise*.
27. Aaron **Copland** was a composer from America who played the piano and wrote the popular music for the ballets *Rodeo* and *Appalachian Spring*.

Music Capacity Matrix: Grade 4

Singing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I know what accent means.					
I know what fermata means.					
I know what ritardando tells the performer to do.					
I know what slur means.					
I know what tie means.					
Instruments	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can play a level bordun accompaniment on an Orff instrument.					
I can identify a viola .					
I can identify a tuba .					
I can identify an oboe .					
I can identify a xylophone .					
Improvising	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can improvise a phrase of music.					
I can improvise a section of music.					
Composing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can compose music using a 4/4 time signature .					
I can explain what original work means.					

Reading and Notating	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can read a rhythm that includes a dotted quarter note .					
I can read a rhythm that includes a single eighth note .					
I can explain what upbeat means.					
Analyzing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain a musical theme .					
I can explain a musical canon .					
I know which kind of music frequently uses a 12 bar blues pattern.					
I can explain theme and variations form.					
Connections	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain what a musical is.					
I can explain what an opera is.					
History and Culture	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I know who Johann Sebastian Bach was.					
I know who Wolfgang Amadeus Mozart was.					
I know who Ludwig von Beethoven was.					
I know who Aaron Copland was.					

Fifth Grade Music Essential Facts

Singing

1. When you sing a song that sounds happy, it is probably in a **major** key.
2. When you sing a song that sounds sad, it is probably in a **minor** key.

Instruments

Review of past facts

Improvising

Review of past facts

Composing

3. When there are three beats in a measure and the quarter note gets the beat, the music is written in a **3/4 time signature**.
4. A melody that uses *Do, Re, Mi, Fa, So, La, Ti* is called a **diatonic** melody.
5. When you **orchestrate**, you are changing or adding to the instrumentation of a melodic phrase.

Reading and Notating

6. When you use a combination of notes to create a rhythm where accents occur between the beat, it is called **syncopation**.

Analyzing

7. Music that does not use instruments from the string family but only uses brass, woodwinds, and percussion, could be classified as **band** music.

Connections

8. A **ballet** is a genre in which music and dance work together to tell a story. Dancers do not speak or sing; all words are expressed only through dancing.
9. A **symphony** is a genre using only music and performed by an ensemble consisting of multiple strings plus an assortment of woodwinds, brass, and percussion instruments.

History

10. Johann Sebastian Bach wrote music during the **Baroque Era**.
11. Wolfgang Amadeus Mozart wrote music during the **Classical Era**.
12. Ludwig von Beethoven wrote music during the **Romantic Era**.
13. Aaron Copland wrote music during the **Modern Era**.

Fifth Grade Capacity Matrix for Music Essential Facts

Singing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain the difference between a major key and a minor key .					
Composing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can compose using a diatonic scale .					
I can compose music in a 3/4 time signature .					
I can explain how a composer would orchestrate a song.					
Reading and Notating	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain syncopation .					
Analyzing	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain a musical theme .					
I can explain a musical canon .					
I know which kind of music frequently uses a 12 bar blues pattern.					
I can explain the difference between band music and orchestra music .					
I can explain theme and variations form.					

Connections	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain a ballet .					
I can explain a symphony .					
History	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can name a composer from the Baroque Era .					
I can name a composer from the Classical Era .					
I can name a composer from the Romantic Era .					
I can name a composer from the Modern Era .					

References

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