Unit 2: Reading and Interpreting Music for Rhythm and Pitch

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **Ongoing**
Status: **Published**

Brief Summary of Unit

A continued growth in the ability to read, write, and understand notation of rhythm and pitch, as well as the relationship they have, is key to musical success. Students will work to not only understand how to read and interpret the markings on the musical score, but also develop sight-reading and aural skills through a variety of vocal, kinesthetic, compositional, dictation, and other musical activities.

Revised June 2025

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

P.1	Act as a responsible and contributing community members and employee.
1.3C.12acc.Cr1	Generating and conceptualizing ideas.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
1.3C.12acc.Cr1a	Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.3C.12acc.Cr2	Organizing and developing ideas.
2.2	Recognize the skills needed to establish and achieve personal and educational goals
2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
P.9	Work productively in teams while using cultural/global competence.
1.3C.12acc.Cr2a	Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
1.3C.12acc.Cr3	Refining and completing products.
1.3C.12acc.Cr3a	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.
1.3C.12acc.Cr3b	Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes.
1.3C.12acc.Pr4	Selecting, analyzing and interpreting work.
1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in

	the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
1.3C.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.