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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| Week 1 | Rhythms/Ukulele intro  | * Rhythm review (quarter, half, whole, dotted rhythms, 8th and 16th)
* Ukulele (parts, how to hold, C chord)
 | Rhythmic composition  | MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form. | -Ukuleles-General music 7 curriculum presentations, quizzes, videos -*Chatterton*-Recordings  |
| Week 2 | Genre Unit/Ukulele  | * Rock genre
* American Folk Genre
* Ukulele: C, F, am chords
 | Genre worksheets  | MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods. | -Ukuleles-General music 7 curriculum presentations, quizzes, videos -*Chatterton*-Recordings  |
| Week 3 | Genre Unit/Ukulele  | * Blues genre
* Jazz genre
* Ukulele: C, F, am and strum patterns
* Project work days
 | Ukulele Play quiz: C, F, am chords  | MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods. | -Ukuleles-General music 7 curriculum presentations, quizzes, videos -*Chatterton*-Recordings  |
| Week 4  | Project presentation  | * Students present to the class.
 | Unit Project: Genre presentation-artist, genre, key facts-Students present findings and class listens  | MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods. | -Ukuleles-General music 7 curriculum presentations, quizzes, videos -*Chatterton*-Recordings  |
| Week 5 | Form/Ukulele  | -recognizing and labeling form -A B form-Pop song form (verse, chorus, bridge, etc.)  | “On Top of the World” form assessment  | MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used. | -Ukuleles-General music 7 curriculum presentations, quizzes, videos -*Chatterton*-Recordings  |
| Week 6 | Note Reading/Ukulele  | * Treble clef note reading
* Bass clef note reading
* Ukulele: rhythms converted to strum patterns
 | Benchmark * Treble and bass clef note reading
* Ukulele parts
* Chords and strums
 | MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences. | -Ukuleles-General music 7 curriculum presentations, quizzes, videos -*Chatterton*-Recordings  |
| Week 6 | Songwriting | * Ukulele: new chord: G
* Example singer songwriters
 | Group song compositions | MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent. | -Ukuleles-General music 7 curriculum presentations, quizzes, videos -*Chatterton*-Recordings  |
| Week 7 | Songwriting  | * Elements of songwriting
* Lyric writing
* Class composition
* Individual compositions

Ukulele: new chord: D | Group song compositions | MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent. | -Ukuleles-General music 7 curriculum presentations, quizzes, videos -*Chatterton*-Recordings  |
| Week 8 | Songwriting  | * Chord progressions and lyric writing

Ukulele: new chord: Em | Group song compositions continued* Present compositions
 | MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent. |  |
| Week 9 | Ukulele Final week  | * Ukulele tic tac toe class creation and game play
 | * Strum pattern and chord progression creation
 | MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources. |  |
| Week 10 | Movie Soundtracks  | * John Williams
* Danny Elfman
* Hans Zimmer
 | * Spotlight on composer
 | MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used. |  |