



Course: World Music
Grade Level: 8
Unit: 1 France

Course/Subject:
World Music

Grade: 8

Suggested Timeline: 5 lessons

Grade Level Summary	World Music Class will teach students about the music of 7 countries while getting a taste of the cultures from all over the world. Students will learn songs from each country while learning to play the ukulele, piano keyboards, and various percussion equipment. Each unit will include education about the country including history, geography, language, art, and dance. Each Country will be compared with the previously studied countries (in addition to knowledge of music in our own culture) to develop a deeper understanding of each country/culture while also getting a global view of music around the world.
Grade Level Units	Unit 1: France Unit 2: India Unit 3: Africa (various countries within) Unit 4: Jamaica Unit 5: Australia Unit 6: Korea Unit 7: Peru

Unit Title	The Music of France
Unit Summary	The concepts in this unit will remain standard throughout much of the course. We will learn about the music style, culture, language, history, and geography while learning and improving on skills on the ukulele and percussion equipment. This Unit will introduce basic ukulele skills, chords, and TAB.

Unit Essential Questions:

1. What is the proper way to hold the ukulele?
2. How do I produce a good sound on the ukulele?
3. How does French music compare to pop music and American folk music?
4. What is unique about the French culture?

Key Understandings:

1. Find France on a world map
2. Play the chords: C, G7 and F.
3. Perform French songs on the ukulele with a steady beat.
4. Understand basic tenets of French culture

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.8 B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts
9.2.8 G	Relate works in the arts to geographic regions: Europe
9.2.8 J	Identify, explain, and analyze historical and cultural differences as they relate to works in the arts

9.2.8 K	Identify, explain, and analyze traditions as they relate to works in the arts
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Important Standards Addressed in the Unit:

9.2.8 A	Explain the historical, cultural, and social context of an individual work in the arts
9.2.8 A	Know and use the critical process of the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> The Ukulele will be difficult to learn. Only students that are good at music should learn how to play the ukulele. French music will be difficult to learn. 	<ul style="list-style-type: none"> Students that learn correctly and work hard will be successful on the ukulele While the French language is different, much of the music we are accustomed to hearing comes from a European influence. The language will be different but the melodies and harmonies will be familiar.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Parts of the ukulele Locate France on a map Identify historical French instruments Understand French music terms Be able to understand and discuss French culture 	<ul style="list-style-type: none"> Play French songs on the ukulele Play the following chords on the ukulele: C, G7, & F Be able to speak French phrases and musical terms in relation to the curriculum. 	<ul style="list-style-type: none"> Critical Thinking Competence

Academic Vocabulary:

<ul style="list-style-type: none"> Chord Tablature Plucking strumming 	<ul style="list-style-type: none"> Culture Country Continent 	<ul style="list-style-type: none"> Bridge Fretboard Saddle
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Evidence: Assessments and Performance Task(s)

- Final Assessment Rubric

Interdisciplinary Connections:

- Collaboration with NMS French Class

Additional Resources:

- Classroom set of Ukuleles

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Course: World Music

Grade Level: 8

Unit: 2 India

Course/Subject: World Music

Grade: 8

Suggested Timeline: 5 lessons

Grade Level Summary	World Music Class will teach students about the music of 7 countries while getting a taste of the cultures from all over the world. Students will learn songs from each country while learning to play the ukulele, piano keyboards, and various percussion equipment. Each unit will include education about the country including the history, geography, language, art, and dance. Each Country will be compared with the previously studied countries (in addition to knowledge of music in our own culture) to develop a deeper understanding of each country/culture while also getting a global view of music around the world.
Grade Level Units	Unit 1: France Unit 2: India Unit 3: Africa (various countries within) Unit 4: Jamaica Unit 5: Australia Unit 6: Korea Unit 7: Peru

Unit Title	The Music of India
Unit Summary	The concepts in this unit will remain standard throughout much of the course. We will learn about the music style, culture, language, history, and geography while learning and improving on skills on the ukulele and percussion equipment. This Unit continue to work on developing ukulele skills in relation to the music of India in addition to learning how to play World Music Percussion instruments.

Unit Essential Questions:

1. What is the proper way to play World Music Percussion instruments?
2. How do I get a good sound plucking the strings on the ukulele?
3. How does Indian music compare to French music and music of other countries and cultures?
4. What is unique about the culture of India?

Key Understandings:

1. Find India on a world map
2. Play the chords: C, G7, F, G and D.
3. Perform Indian songs on the ukulele with a steady beat.
4. Understand basic tenets of the culture of India.
5. Play Indian music with World Music Percussion instruments.
6. Indian music has its' own way of describing and notating music.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.8 B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts

9.2.8 G	Relate works in the arts to geographic regions: Middle Eastern
9.2.8 J	Identify, explain, and analyze historical and cultural differences as they relate to works in the arts
9.2.8 K	Identify, explain, and analyze traditions as they relate to works in the arts

Important Standards Addressed in the Unit:

9.2.8 A	Explain the historical, cultural, and social context of an individual work in the arts
9.2.8 A	Know and use the critical process of the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Most of the people in India have similar ancestry and speak the same language. The Music of India is difficult to understand. Playing Percussion instruments will be difficult. 	<ul style="list-style-type: none"> India is extremely diverse (language, ancestry, and socio-economic levels). The Music of India can be explained and understood. Everyone can play percussion. In fact, even small children can do difficult rhythms.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Names and parts of percussion instruments. Locate India on a map Identify historical Indian instruments Understand Indian music terms Be able to understand and discuss Indian culture Understand Indian Proverbs 	<ul style="list-style-type: none"> Play Indian songs on the ukulele Play the following chords on the ukulele: C, G7, F, G and D. Be able to speak Indian musical terms in relation to the curriculum. Play Indian-style percussion rhythms. 	<ul style="list-style-type: none"> Creativity Critical Thinking

Academic Vocabulary:

<ul style="list-style-type: none"> Sagram Bols 	<ul style="list-style-type: none"> Raga Proverbs 	<ul style="list-style-type: none"> Tala
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Indian Art Quiz Final Assessment Rubric
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Interdisciplinary Connections:

<ul style="list-style-type: none"> n/a

Additional Resources:

- Classroom set of World Music Percussion Instruments

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Course: World Music

Grade Level: 8

Unit: 3 Africa

Course/Subject: World Music

Grade: 8

Suggested Timeline: 10 lessons

Grade Level Summary	World Music Class will teach students about the music of 7 countries while getting a taste of the cultures from all over the world. Students will learn songs from each country while learning to play the ukulele, piano keyboards, and various percussion equipment. Each unit will include education about the country, including the history, geography, language, art, and dance. Each Country will be compared with the previously studied countries (in addition to knowledge of music in our own culture) to develop a deeper understanding of each country/culture while also getting a global view of music around the world.
Grade Level Units	Unit 1: France Unit 2: India Unit 3: Africa (various countries within) Unit 4: Jamaica Unit 5: Australia Unit 6: Korea Unit 7: Peru

Unit Title	The Music of the continent of Africa
Unit Summary	The concepts in this unit will remain standard throughout much of the course. We will learn about the music style, culture, language, history, and geography while learning and improving on skills on the ukulele and percussion equipment. This Unit will continue to work on developing ukulele and percussion skills in relation to music from the continent of Africa.

Unit Essential Questions:

1. What is the proper way to play World Music Percussion instruments?
2. How do I decide what strumming pattern I might use for a song?
3. How does the music of Africa sound different from the music of other countries/cultures?
4. What is unique about the culture of Africa?

Key Understandings:

1. Find Africa on a world map
2. Play the chords: C, G7, F, G, D, am.
3. Perform African songs on the ukulele with a steady beat.
4. Understand basic tenets of the culture of Africa.
5. Accompany African music with World Music Percussion instruments.
6. African music has a culture or rote learning rather than learning from written notation.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.8 B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts

9.2.8 G	Relate works in the arts to geographic regions: Africa
9.2.8 J	Identify, explain, and analyze historical and cultural differences as they relate to works in the arts
9.2.8 K	Identify, explain, and analyze traditions as they relate to works in the arts

Important Standards Addressed in the Unit:

9.2.8 A	Explain the historical, cultural, and social context of an individual work in the arts
9.2.8 A	Know and use the critical process of the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • The people who live in various countries in Africa speak the same language, have the same skin color and have similar cultures. • American youth will not find many similarities with the youth who live on the continent of Africa. • African rhythms will be difficult to play and understand. 	<ul style="list-style-type: none"> • Africa is extremely diverse (language, ancestry, skin-color, etc.) • The Music of Africa can be understood and performed. • People in both cultures, while different, have much in common.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Names and parts of percussion instruments. • Locate African countries on a map • Identify traditional African instruments • Be able to understand and discuss various cultures of Africa. • Understand African Proverbs 	<ul style="list-style-type: none"> • Sing African songs while accompanying on the Ukulele • Play the following chords on the ukulele: C, G7, F, G, D, am. • Play various African style percussion rhythms. 	<ul style="list-style-type: none"> • Competent • Critical Thinking

Academic Vocabulary:

<ul style="list-style-type: none"> • Harambee (working together) • Gankogui • Djembe • Shakere 	<ul style="list-style-type: none"> • Highlife (West-African music and dance) • Axatse • Boba • Sogo 	<ul style="list-style-type: none"> • Kidi • Kagan • Xylophone
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Final Assessment Rubric

Interdisciplinary Connections:

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Additional Resources:

- Classroom set of World Music Percussion Instruments
- World Music Drumming Books by Will Schmid

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Course: World Music

Grade Level: 8

Unit: 4 Jamaica

Course/Subject: World Music

Grade: 8

Suggested Timeline: 10 lessons

Grade Level Summary	World Music Class will teach students about the music of 7 countries while getting a taste of the cultures from all over the world. Students will learn songs from each country while learning to play the ukulele, piano keyboards, and various percussion equipment. Each unit will include education about the country, including the history, geography, language, art and dance. Each Country will be compared with the previously studied countries (in addition to knowledge of music in our own culture) to develop a deeper understanding of each country/culture while also getting a global view of music around the world.
Grade Level Units	Unit 1: France Unit 2: India Unit 3: Africa (various countries within) Unit 4: Jamaica Unit 5: Australia Unit 6: Korea Unit 7: Peru

Unit Title	The Music of the Jamaica
Unit Summary	The concepts in this unit will remain standard throughout much of the course. We will learn about the music style, culture, language, history, and geography while learning and improving on skills on the ukulele and percussion equipment. This Unit will continue to work on developing ukulele and percussion skills in relation to music from Jamaica.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What is the proper way to play World Music Percussion instruments? 2. How does the music of Jamaica sound different from the music of other countries/cultures? 3. What is unique about the culture of Jamaica? 4. What is the history of Reggae music? 	Key Understandings: <ol style="list-style-type: none"> 1. Find Jamaica on a world map 2. Play the chords: C, G7, F, G, D, am, D7, em7. 3. Perform Jamaican songs on the ukulele with a steady beat. 4. Understand basic tenets of the culture of Jamaica. 5. Reggae music can be recognized by instrumentation, chord progress, rhythms, and accent of the vocalists.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.8 B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts
9.2.8 G	Relate works in the arts to geographic regions: Africa
9.2.8 J	Identify, explain, and analyze historical and cultural differences as they relate to works in the arts

9.2.8 K	Identify, explain, and analyze traditions as they relate to works in the arts
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Important Standards Addressed in the Unit:

9.2.8 A	Explain the historical, cultural, and social context of an individual work in the arts
9.2.8 A	Know and use the critical process of the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Reggae is simply a style of music. Jamaicans speak a language other than English. 	<ul style="list-style-type: none"> Reggae music is closely associated with the Rastafari movement. Jamaicans speak English but with a heavy accent as well as Patois and Creole.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Locate Jamaica on a map Identify traditional Jamaican instruments Be able to understand and discuss Reggae music in relation to the culture. Understand the meaning of Jamaican phrases. 	<ul style="list-style-type: none"> Sing Jamaican songs and accompany on the ukulele. Play the following chords on the ukulele: C, G7, F, G, D, am, em7. Drum Jamaican percussion ensembles. 	<ul style="list-style-type: none"> Competent Critical Thinking

Academic Vocabulary:

<ul style="list-style-type: none"> Patois Creole Reggae 	<ul style="list-style-type: none"> Steel Drum Palitos (claves) 	<ul style="list-style-type: none"> Cuatro (Spanish Guitar) Rastafari
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Kahoot assessment

Interdisciplinary Connections:

Additional Resources:

- Steel Drum
- World Music Drumming Books by Will Schmid

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Course: World Music

Grade Level: 8

Unit: 5 Australia

Course/Subject: World Music

Grade: 8

Suggested Timeline: 5 lessons

Grade Level Summary	World Music Class will teach students about the music of 7 countries while getting a taste of the cultures from all over the world. Students will learn songs from each country while learning to play the ukulele, piano keyboards, and various percussion equipment. Each unit will include education about the country, including the history, geography, language, art and dance. Each Country will be compared with the previously studied countries (in addition to knowledge of music in our own culture) to develop a deeper understanding of each country/culture while also getting a global view of music around the world.
Grade Level Units	Unit 1: France Unit 2: India Unit 3: Africa (various countries within) Unit 4: Jamaica Unit 5: Australia Unit 6: Korea Unit 7: Peru

Unit Title	The Music of Australia
Unit Summary	The concepts in this unit will remain standard throughout much of the course. We will learn about the music style, culture, language, history, and geography while learning and improving on skills on the ukulele and percussion equipment. This Unit will continue to work on developing ukulele skills in relation to music from Australia.

Unit Essential Questions:

1. What are some of the tradition instruments of Australia?
2. How does the music of Australia sound different from the music of other countries/cultures?
3. What is unique about the culture of Australia?
4. How does traditional Australian music compare to current Australian music?

Key Understandings:

1. Find Australia on a world map
2. Play the chords: C, G7, F, G, D, am, D7, em7.
3. Perform Australian songs on the ukulele with a steady beat.
4. Understand basic tenets of the culture of Australia.
5. Understand Australian Aboriginal music culture.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.8 B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts

9.2.8 G	Relate works in the arts to geographic regions: Africa
9.2.8 J	Identify, explain, and analyze historical and cultural differences as they relate to works in the arts
9.2.8 K	Identify, explain, and analyze traditions as they relate to works in the arts

Important Standards Addressed in the Unit:

9.2.8 A	Explain the historical, cultural, and social context of an individual work in the arts
9.2.8 A	Know and use the critical process of the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Current citizens of Australia are very different from citizens of the U.S. 	<ul style="list-style-type: none"> While the Aboriginal Australians are very different from our current culture, students will find we have a lot in common with citizens of Australia.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Locate Australia on a map Identify traditional Australian instruments Be able to understand and discuss Aboriginal Australian techniques and style. 	<ul style="list-style-type: none"> Sing Australian folk songs and accompany on the ukulele. Play the following chords on the ukulele: C, G7, F, G, D, am, em7. Dance to a traditional Australian dance. 	<ul style="list-style-type: none"> Competent Critical Thinking

Academic Vocabulary:

<ul style="list-style-type: none"> Aboriginal Didgeridoo 	<ul style="list-style-type: none"> Gum Leaf Bullroarer 	<ul style="list-style-type: none"> Rasp Clapsticks
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Schoology Assessment
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Interdisciplinary Connections:

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Additional Resources:

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Course: World Music

Grade Level: 8

Unit: 6 Korea

Course/Subject: World Music

Grade: 8

Suggested Timeline: 5 lessons

Grade Level Summary	World Music Class will teach students about the music of 7 countries while getting a taste of the cultures from all over the world. Students will learn songs from each country while learning to play the ukulele, piano keyboards, and various percussion equipment. Each unit will include education about the country, including the history, geography, language, art and dance. Each Country will be compared with the previously studied countries (in addition to knowledge of music in our own culture) to develop a deeper understanding of each country/culture while also getting a global view of music around the world.
Grade Level Units	Unit 1: France Unit 2: India Unit 3: Africa (various countries within) Unit 4: Jamaica Unit 5: Australia Unit 6: Korea Unit 7: Peru

Unit Title	The Music of Korea
Unit Summary	The concepts in this unit will remain standard throughout much of the course. We will learn about the music style, culture, language, history, and geography while learning and improving on skills on the ukulele and percussion equipment. This Unit will continue to work on developing ukulele and percussion skills in relation to the music of Korea.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What are some of the tradition instruments of Korea? 2. How does the music of Korea sound different from the music of other countries/cultures? 3. Why is Korea divided in 2? 4. How does traditional Korean music compare to current Korean music? 5. What is the correct way to play a Janggu? 	Key Understandings: <ol style="list-style-type: none"> 1. Find Korea on a world map 2. Play the chords: C, G7, F, G, D, am, D7, em & E. 3. Perform Korean songs on the ukulele with a steady beat. 4. Understand basic tenets of the culture of North and South Korea. 5. Understand the similarities of Korean music to Chinese and Japanese music and why those similarities exist.
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
9.1.8 B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts
9.2.8 G	Relate works in the arts to geographic regions: Africa

9.2.8 J	Identify, explain, and analyze historical and cultural differences as they relate to works in the arts
9.2.8 K	Identify, explain, and analyze traditions as they relate to works in the arts

Important Standards Addressed in the Unit:

9.2.8 A	Explain the historical, cultural, and social context of an individual work in the arts
9.2.8 A	Know and use the critical process of the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Korea is one unified country. • The music of Korea sounds the same as the music of other countries in Asia. 	<ul style="list-style-type: none"> • North and South Korea are 2 different countries with completely different governments and culture. • While there are similarities between the music of Korea and the music of other Asian cultures, there are differences mostly with instrumentation.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Locate North and South Korea on a map • Identify traditional Korean instruments • Understand how ancient Korean instruments were used for Royalty or Spiritual purposes. 	<ul style="list-style-type: none"> • Sing Korean folk songs and accompany on the ukulele. • Play the following chords on the ukulele: C, G7, F, G, D, am, em7. • Dance to a traditional and current Korean dance. 	<ul style="list-style-type: none"> • Creativity • Critical Thinking

Academic Vocabulary:

<ul style="list-style-type: none"> • Shamanism • Communism • Haegaum 	<ul style="list-style-type: none"> • Janggu • Gayageum- harp like instrument • Ajaeng 	<ul style="list-style-type: none"> • Minhwa: Korean Folk Art • Daegeum
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Final Assessment Rubric

Interdisciplinary Connections:

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Additional Resources:

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Course: World Music

Grade Level: 8

Unit: 7 Peru

Course/Subject: World Music

Grade: 8

Suggested Timeline: 5 lessons

Grade Level Summary	World Music Class will teach students about the music of 7 countries while getting a taste of the cultures from all over the world. Students will learn songs from each country while learning to play the ukulele, piano keyboards, and various percussion equipment. Each unit will include education about the country, including the history, geography, language, art and dance. Each Country will be compared with the previously studied countries (in addition to knowledge of music in our own culture) to develop a deeper understanding of each country/culture while also getting a global view of music around the world.
Grade Level Units	Unit 1: France Unit 2: India Unit 3: Africa (various countries within) Unit 4: Jamaica Unit 5: Australia Unit 6: Korea Unit 7: Peru

Unit Title	The Music of Peru
Unit Summary	The concepts in this unit will remain standard throughout much of the course. We will learn about the music style, culture, language, history, and geography while learning and improving on skills on the ukulele and percussion equipment. This Unit will continue to work on developing ukulele and percussion skills in relation to the music of Peru.

Unit Essential Questions:

1. What are some of the tradition instruments of Peru?
2. How does the music of Peru sound different from the music of other countries/cultures?
3. How does traditional Peruvian music compare to music of previously studied counties?
4. What is the correct way to play a cajon?

Key Understandings:

1. Find Peru on a world map
2. Play the chords: C, G7, F, G, D, am, D7, em & E.
3. Perform Peruvian songs on the ukulele with a steady beat.
4. Understand basic tenets of the culture and country of Peru.
5. Understand how Peru's music has been influenced by Spain and Africa.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.8 B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts
9.2.8 G	Relate works in the arts to geographic regions: Africa

9.2.8 J	Identify, explain, and analyze historical and cultural differences as they relate to works in the arts
9.2.8 K	Identify, explain, and analyze traditions as they relate to works in the arts

Important Standards Addressed in the Unit:

9.2.8 A	Explain the historical, cultural, and social context of an individual work in the arts
9.2.8 A	Know and use the critical process of the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

Misconceptions:	Proper Conceptions:
•	•

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Locate Peru on a map • Identify traditional Peruvian instruments • Understand basic tenets of the Peruvian Culture 	<ul style="list-style-type: none"> • Sing songs from Peru and accompany on the ukulele. • Play the following chords on the ukulele: C, G7, F, G, D, am, em7. • Play traditional Peruvian Children's Game. 	<ul style="list-style-type: none"> • Competent • Critical Thinking

Academic Vocabulary:

<ul style="list-style-type: none"> • Andean – from the Andes Mountains • Pinkullu- flute 	<ul style="list-style-type: none"> • Cajon- percussion instrument 	<ul style="list-style-type: none"> • Pomatinyas- percussion instrument.
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • EdPuzzle – learning and quiz • Final Assessment Rubric

Interdisciplinary Connections:

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Additional Resources:

- cajon

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