| **Strand** | Product Performance  
Artistic Perceptions |
| --- | --- |
| **Concept** | Instrumental Performance Skills  
Expression and Technical Skills  
Group Playing  
Critique Musical Performances and Compositions |
| **Standards** | **Learning Targets** |
| A. Tone quality | 1.  
• Use bow weight, speed and contact point to demonstrate a clear resonant tone in levels 3 and 4 repertoire  
• Play and interpret expressive markings in levels 3 and 4 literature  
• Performing with an increased use of vibrato  
• Balancing ensemble sound in levels 3 and 4 literature  
• Evaluate intermediate to advanced musical performances |

**Alignments:**  
CCSS: 9-12.RST.4  
Performance: 2.5, 3.2, 3.4  
Knowledge: (CA) 6 (FA) 1 (SC) 2  
MUGLE: PP.2.A,B,E; AP.2.B  
NETS: N/A  
DOK: 3
## Instructional Strategies

- Guided practice of proper tone production in levels 3 and 4 music literature
- Teacher modeling of various techniques that enhance tone production in levels 3 and 4 music literature
- Sectionals
- Professional musician modeling:
  - Educational tours
  - Heritage festivals
  - Out-of-State Symphony
  - College professors
  - Guest artists

## Assessments/Evaluations

- Teacher observation and feedback
- Content target assessment on scoring guide
- Concerts – Analyze performances as an orchestra and as a section
- Individual student evaluation
- Peer evaluation

## Sample Assessment Questions

- What is the relationship between good tone and fifth position?
- How would you adapt your bow technique to create a better tone quality?

## Instructional Resources/Tools

- Essential Elements advanced technique
- Orchestral bowing – style and function
- Rhythm a day
- Music repertoire/ supplemental materials
- Magazines:
  - ASTA
  - NAFME
- Internet sources
- Professional recordings/performances
<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science – Physics:</td>
</tr>
<tr>
<td>• Weight</td>
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<td>• Velocity</td>
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<td>• Sound</td>
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<td>Strand</td>
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<td>Concept</td>
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**Standards**

B. Intermediate to advanced rhythm and bowing

**Learning Targets**

1.  
   - Use counting techniques of complex rhythms  
   - Follow given bowing directions in levels 3 and 4 literature  
   - Play appropriate bowing styles for different periods of music in levels 3 and 4 literature  
   - Demonstrate advanced bow distribution in levels 3 and 4 literature  
   - Interpret changing rhythmic and melodic patterns in sight reading material in levels 3 and 4 literature  
   - Improvise short melodies in first and third positions  
   - Demonstrate and count complex rhythms

**Alignments:**

CCSS: 9-12.RST.4  
Performance: 1.6, 2.5, 3.4  
Knowledge: (CA) 6 (FA) 1 (MA) 1-3,6 (SC) 2  
NETS: 6b,d  
DOK: 3
## Instructional Strategies

- Guided practice of complex bowing patterns
- Teacher modeling of various rhythm patterns
- Sectionals
- Professional musician modeling:
  - Educational tours
  - Heritage festivals
  - Out-of-State Symphony
  - College professors
  - Guest artists
- Counting Systems – 1e&a
- Shadow bowing
- Video recording of the class
- Sight reading
- SmartMusic computer program

## Assessments/Evaluations

- Teacher observation
- Content target assessment on scoring guide
- Concerts – Analyze performances as an orchestra and as a section
- Individual student evaluation
- Peer evaluation
- District music festival

## Sample Assessment Questions

- Can you find the beats within a complex rhythmic pattern?
- How do various rhythms affect bow speed and distribution?
### Instructional Resources/Tools

- Essential Elements advanced technique  
- Rhythm a day  
- Metronome  
- Music repertoire/supplemental materials  
- Magazines:  
  - ASTA  
  - NAFME  
- Internet resources  
- SmartMusic computer program  
- Orchestral bowing – style and function  
- Daily warm-ups

### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics

### Cross Curricular Connections

- Math:  
  - Patterns  
  - Fractions  
- Science: Properties and Principals of Force and Motion
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product Performance</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Elements of Music</td>
</tr>
<tr>
<td>Concept</td>
<td>Instrumental Performance Skills</td>
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<td>Melodic Notation</td>
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</tbody>
</table>

### Standards

C. Finger patterns and scales
   - Develop and apply instrumental skills to perform and communicate through the arts

### Learning Targets

1. Demonstrate appropriate fingerings for 1st through 5th positions
   - Play 3 octave major scales: C, G, D, F and B-flat
   - Play 2 octave melodic minor scales: a, e, b, d and g

### Alignments

- CCSS: 9-12.RST.4
- Performance: 1.6, 2.5, 3.4
- Knowledge: (CA) 6 (FA) 1,2 (MA) 4,5
- MUGLE: PP.2.A; EM.1.B
- NETS: 6b,d
- DOK: 2

### Instructional Strategies

- Guided practice of scale fingering patterns in relationship to half steps and whole steps in a key signature
- Teacher modeling to demonstrate the use of finger patterns and shifting in three octave scales
- Variety of visual/audio examples
- Recording of the class
- SmartMusic
- Left hand finger pattern hand signals
- Dry erase boards to create concrete visuals of abstract musical concepts
### Assessments/Evaluations

- Teacher observation
- Content target assessment on scoring guide
- Student evaluation – visual and auditory
- District music festival
- Group and individual playing tests
- Music markings of finger patterns and positions

### Sample Assessment Questions

- Identify the half step patterns in a piece of music literature
- How do various key signatures affect the patterns of half and whole steps in music?

### Instructional Resources/Tools

- Essential Elements advanced technique
- Electronic tuner
- Music repertoire/supplemental materials
- Multimedia sources
- Magazines:
  - ASTA
  - NAFME
- Internet resources
- SmartMusic computer program
- Daily warm-ups

### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics

### Cross Curricular Connections

- Math: Patterns
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product Performance Elements of Music</th>
</tr>
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<tbody>
<tr>
<td>Concept</td>
<td>Instrumental Performance Skills</td>
</tr>
<tr>
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<td>Expression and Technical Skills</td>
</tr>
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<td>Repertoire</td>
</tr>
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<td></td>
<td>Rhythmic Notation</td>
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<tr>
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<td>Melodic Notation</td>
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<td>Sight Reading</td>
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</tbody>
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**Standards**

D. Advanced music literacy and vocabulary

**Learning Targets**

1. 
   - Learn and apply music vocabulary in levels 3 and 4 music literature
   - Interpret notes: violas in treble clef, cellos in tenor and treble clef
   - Conducting beat patterns for compound meters
   - Sight-read music at 8th Gr. level

**Alignments:**

- CCSS: 9-12.RST.4
- Performance: 1.5, 2.5, 3.4
- Knowledge: (CA) 6 (FA) 3 (MA) 5
- NETS: 6b
- DOK: 4

Board Approved 7-15-13

Revised 2013
## Instructional Strategies

- Guided practice to reinforce the process of sight reading in 8th grade level music literature
- Teacher modeling to demonstrate the application of treble clef to viola and cello music as well as tenor clef to cello music
- SmartMusic computer program
- Provide concrete visual of abstract musical concepts using the iPad
- Sing pitches
- Sight-reading at 8th Gr. level
- Music markings

## Assessments/Evaluations

- Content target assessment on scoring guide
- Self-evaluation of performance
- District music festival
- Group/individual playing tests
- Teacher observation of student performances
- Concerts – Analyze performances as an orchestra and as a section

## Sample Assessment Questions

- What facts can you compile to indicate where you would play the given treble clef notes on your viola?
- Formulate a theory for the final sound of a piece, based on vocabulary in the music before you sight-read it in 8th grade level music

## Instructional Resources/Tools

- Teacher feedback
- Essential Elements advanced technique
- Rhythm a day
- Metronome
- SmartMusic computer program
- Music repertoire/supplemental materials
- Internet/multimedia sources
- Magazines
  - ASTA
  - NAFME
- Music recordings
**Literacy Connections**

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics

**Cross Curricular Connections**

- Math:
  - Patterns
  - Fractions using time signature
- ELA: Additional sight words
### Standards

**E. Music theory and history**

### Learning Targets

1.  
   - Identify genre or style from various historical periods through performing and listening to selected repertoire in levels 3 and 4 music as well as the composers to which they pertain
   
   • Understanding the relationship between key signatures on the Circle of Fifths
   
   • Identifying intervals of a m2 to perfect 5th
   
   • Compare, contrast and plan for music and music related vocations and avocations
   
   • Describing parallel major and minor key signatures

### Alignments:

- **CCSS:** 9-12.RST.4; 9-12.WHST.4; 9-12WHST.7
- **Performance:** 1.6, 1.9, 2.5, 3.5
- **Knowledge:** (CA) 7  (FA) 5  (SS) 6
- **MUGLE:** PP.2.C; HCC.1.A-D
- **NETS:** N/A
- **DOK:** 4
### Instructional Strategies

- Teacher modeling to listen for identifying elements of musical style or genre in music and point them out as they are heard as well as to which composers they pertain
- Guided practice by outlining the process to evaluate a major key signature and identify its parallel minor
- Discuss possible music careers as well as ways to apply the study of music to your potential career
- Professional musician modeling (professional symphony trip)
- Dry erase boards to demonstrate abstract musical concepts with a concrete visual
- Music markings
- Listening to professional recordings from various genres
- PowerPoints
- Multiple resources, such as:
  - the Internet
  - books
  - articles
  related to:
    - composers
    - historical periods
    - compositions
- The teacher will:
  - model pulling out the main idea from text
  - provide guided practice opportunities

### Assessments/Evaluations

- Content target assessment on a scoring guide
- Student evaluation
- Teacher observation

### Sample Assessment Questions

- Compare and contrast the elements in this piece of music that indicate a possible style or genre of the music
- If C Major, G Major and D Major are the first three key signatures in the circle of fifths, then what is the next key signature?
- Describe ways in which the study of music can be applied to your career or possible careers in music
Instructional Resources/Tools

- Essential Elements advanced technique
- Rhythm a day
- Metronome
- SmartMusic
- Music repertoire
- Internet sources
- Music and video recordings
- Magazines:
  - ASTA
  - NAFME

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Cross Curricular Connections

- Math:
  - Patterns
  - Fractions using time signature
- ELA:
  - Additional sight words
  - Relationships between language and culture
- Social Studies: History – making connection with historical time periods of composers and music
<table>
<thead>
<tr>
<th>Strand</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Imitation – Play by Ear</td>
<td>Improvisation</td>
</tr>
<tr>
<td></td>
<td>Musical Characteristics, Events and Descriptors</td>
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</tbody>
</table>

**Standards**

F. Advanced ear training

**Learning Targets**

1. Basses and cellos tune instruments by matching harmonics
2. Tune instruments as an ensemble setting using fifths
3. Imitate melodic lines with the range of an octave
4. Improvise short melodies in the keys of C, G, D, F and B-flat Major and their relative minor key signatures

**Alignments:**

CCSS: 9-12.WHST.4
Performance: 1.6, 2.5, 3.3, 3.4
Knowledge: (CA) 6 (FA) 1 (SC) 1
MUGLE: PP.2.D; PP.3.A; AP.1.B
NETS: 6b,d
DOK: 4

**Instructional Strategies**

- Teacher modeling
- Pair/share
- Variety of visual/audio examples
- SmartMusic computer program
- Singing pitches
- Imitating simple melodic patterns
- Improvising in small groups and as a large ensemble
Assessments/Evaluations

• Aural teacher observation
• Content target assessment on scoring guide
• Student evaluation – visual and auditory
• Group and individual playing tests
• Music markings

Sample Assessment Questions

• Create a 16 measure melody in 4/4 using the key of D Major
• Listen for the sound of matching wavelengths between two notes a fifth apart

Instructional Resources/Tools

• Electronic tuner
• Music repertoire
• Magazines:
  • ASTA
  • NAFME
• Internet resources
• SmartMusic computer program
• Daily warm-ups

Literacy Connections

• Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic

Cross Curricular Connections

• Science: Physics – introduction to string frequency and vibration of strings
• ELA:
  • Compare and contrast
  • Venn diagram
<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Concept</td>
<td>Criteria for Musical Performance and Compositions</td>
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</tbody>
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<table>
<thead>
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<th>Learning Targets</th>
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<tbody>
<tr>
<td>G. Musicianship</td>
<td>1.</td>
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<tr>
<td></td>
<td>• Follows cues and basic expressive movements of the conductor</td>
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<tr>
<td></td>
<td>• Develop and apply skills to distinguish between quality and non-quality performance with regard to tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, balance/blend, articulation, style, posture and stage presence as well as inferring how to enhance a performance during a performance</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 9-12.WHST.10
- Knowledge: (CA) 5 (FA) 1
- Performance: 1.6, 2.5, 3.3, 3.4
- MUGLE: AP.2.A
- NETS: N/A
- DOK: 4

**Instructional Strategies**
- Teacher conducting using various patterns and expressive gestures
- Guided and independent problem solving
- Student conducting complex patterns in 6/8 and 12/8
- Play video clips of different orchestras playing the same piece to analyze performances
- Venn diagram to show comparison and contrasts of musical performances

**Assessments/Evaluations**
- Individual reflection of performance
- Concerts – analyzing the orchestra’s performance as a whole and by sections
- Content target assessment scoring guide
- Student’s written evaluation of comparison of performances
### Sample Assessment Questions

- Describe three ways in which you could enhance the quality of our performance
- Analyze the meaning of the movements of the conductor

### Instructional Resources/Tools

- Essential Elements advanced technique
- Music repertoire
- Magazines:
  - ASTA
  - NAFME
- Multimedia sources
- Music or video recordings

### Literacy Connections

- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

### Cross Curricular Connections

- ELA:
  - Evaluating the content and artistic aspects of oral and visual presentations
  - Compare and contrast
  - Venn diagram