| **Strand** | Product Performance  
Artistic Perceptions |
|---|---|
| **Concept** | Instrumental Performance Skills  
Expression and Technical Skills  
Group Playing  
Critique Musical Performances and Compositions |

### Standards

### Learning Targets

1. Use bow weight, speed and contact point to demonstrate a clear resonant tone in levels 3 and 4 repertoire

2. Play and interpret an extensive range of layered expressive markings in levels 4 through 6 repertoire

3. Apply refined bow control and vibrato resulting in a high degree of musicality

4. Varying vibrato speed and width

5. Balancing ensemble sound in levels 4 through 6 literature

6. Interpret and play rapidly changing expressive markings

7. Evaluate advanced to professional 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: 4
### Instructional Strategies

- Guided practice of proper tone production in Level 4-6 music literature
- Teacher modeling of various techniques that enhance tone production in levels 4 through 6 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 a scoring guide
- Concerts – analyze performances as an orchestra and as a section
- Individual student evaluation
- Peer evaluation

### Sample Assessment Questions

- How would you improve the phrasing of this passage through tone production?
- Can you propose an alternative way to produce tone quality in a musical phrase?

### Instructional Resources/Tools

- Essential Elements advanced technique
- Orchestral bowings – style and function
- Rhythm a day
- Music repertoire/supplemental materials
- Magazines:
  - ASTA
  - NAFME
- Internet sources
- Professional recordings/performances
### 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 grade 9-12 texts and topics

### Cross Curricular Connections

- Science – Physics
  - Weight
  - Velocity
  - Sound
| **Strand** | Product Performance  
Elements of Music |
| --- | --- |
| **Concept** | Instrumental Performance Skills  
Improvisation  
Rhythmic Notation  
Symbols of Expression  
Sight Reading |

### Standards

#### B. Advanced to professional rhythm and bowing

### Learning Targets

1.  
   - Use counting techniques of complex rhythms  
   - Follow given bowing directions in levels 4 through 6 literature  
   - Play appropriate bowing styles for different periods of music in levels 4 through 6 literature  
   - Demonstrate advanced bow distribution in levels 4 through 6 literature  
   - Interpret changing rhythmic and melodic patterns in sight reading material in levels 4 through 6 literature  
   - Improvise short melodies in third and fifth positions  
   - Demonstrate and count complex rhythms in complex and use of mixed meter

### 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: 4
### Instructional Strategies

- Guided practice of complex bowing patterns
- Teacher modeling of various rhythm patterns
- Sectionals
- Professional musician modeling:
  - Educational Tours
  - Out-of-state symphony excursions
  - 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

- What is the relationship between different rhythms in a complex rhythm pattern?
- What inference can you make concerning the given musical instructions and bow 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
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### 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 first through 10th positions
- Play 3 octave major scales: C, G, D, A, E, F, B-flat, E-flat and A-flat
- Play 3 octave melodic minor scales: a, e, b, f#, c#, d, g, c and f minor

### 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 finger patterns in relation to half steps and whole steps in key signatures of 4 and 5 sharps and flats
- Teacher modeling to demonstrate the use of finger patterns and shifting in three octave scales of 4 and 5 sharps and flats
- Variety of visual/audio examples
- Recording of class
- SmartMusic computer program
- 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 a scoring guide
- Student evaluation – visual and auditory
- District music festival
- Group and individual playing tests
- Music markings of finger patterns and positions in first through 10th position

### Sample Assessment Questions

- Identify similarities in finger patterns between various major and minor scales
- Compare the patterns of half steps in ascending and descending melodic minor scales

### Instructional Resources/Tools

- Essential Elements advanced technique
- Electronic tuner
- Music repertoire/supplemental materials
- 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
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<td>Sight Reading</td>
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</table>

### Standards

D. Advanced to professional music literacy and vocabulary

### Learning Targets

1. 
   - Learn and apply music vocabulary in level 4-6 music literature
   - Interpret notes: violas in treble clef in third position, cellos in thumb position
   - Apply key signature and accidentals (up to 4#s and 4 flats)
   - Sight-read music in simple and compound meters as well as mixed meter
   - Conducting beat patterns for compound meters and mixed meters
   - Sight-read music at intermediate grade 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
## Instructional Strategies

- Guided practice to reinforce the process of sight reading in intermediate 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
- Provide concrete visual of abstract musical concepts using the iPad
- Sing pitches
- Sight reading at the intermediate level
- Music markings

## Assessments/Evaluations

- Content Target assessment on a scoring guide
- Student 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 in third position?
- Formulate a theory for the final sound of a piece, based on vocabulary in the music before you sight-read it in intermediate level music
### Instructional Resources/Tools

- Teacher feedback
- Essential elements advanced technique
- 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
| **Strand** | Product Performance  
Historic and Cultural Contexts |
|------------------------------------------------|
| **Concept** | Repertoire  
Genres and Styles  
Stylistic Practices  
Music’s Role and Function in Various Cultures  
Careers in Music |

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<thead>
<tr>
<th><strong>Standards</strong></th>
<th><strong>Learning Targets</strong></th>
</tr>
</thead>
</table>
| E. Music theory and history | 1.  
• Identifying genre or style from various historical periods through performing and listening to selected repertoire in levels 4 through 6 music literature as well as to which composers they pertain  
• Identifying the main chords in major and minor key signatures  
• Building the main chords in major and minor key signatures  
• Identifying intervals from m2 up to an octave  
• Compare, contrast and prepare for music and music related vocations and avocations |

**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 demonstrating the process of building a major chord
- Discuss how you will apply the study of music to your chosen career/academic path
- 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
- Power Points
- 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 the number of half and whole steps it requires to build a P5, m7 and an octave, then highlight ten appearances of each interval in your music
- If D is the root of the chord then what notes create the third, fifth and octave of the chord?
- Describe ways in which the study of music will be applied to your career/academic path
### Instructional Resources/Tools

- Essential Elements advanced technique
- Metronome
- SmartMusic
- Music repertoire
- Internet sources
- 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
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<tr>
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<tbody>
<tr>
<td>F. Advanced ear training</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Imitate melodic lines with the range of an octave</td>
</tr>
<tr>
<td></td>
<td>• Improvise short melodies in the keys of C, G, D, A, E, F, B-flat, E-flat and A-flat Major and their relative minor key signatures</td>
</tr>
</tbody>
</table>

**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
- District music festival
- Group and individual playing tests
- Music markings

### Sample Assessment Questions

- Know key signatures in order to facilitate the improvisation of a simple melody
- How do various key signatures affect the patterns of half and whole steps when improvising simple melodies?

### 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
### Artistic Perceptions

**Concept**: Criteria for Musical Performance and Compositions

**Standards**

G. Musicianship

**Learning Targets**

1. Follows cues and advanced expressive movements of the conductor
2. Problem solve how to increase the quality of a performance with regard to tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, balance/blend, articulation, style, posture and stage presence

### 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
- Practice having students memorize the music and develop various methods of watching the music and conductor simultaneously thus creating a more organic performance and more symbiotic conductor/musician team work
- Independent problem solving with teacher feedback
- Student conducting complex patterns in one, 5/4 and 7/8
- 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
<table>
<thead>
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<tr>
<td>• Describe three ways in which you could enhance the quality of our performance our conductor/musician team work</td>
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<tr>
<td>• Analyze the meaning of the expressive movements of the conductor</td>
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<th>Instructional Resources/Tools</th>
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<tr>
<td>• ASTA</td>
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<th>Literacy Connections</th>
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<td>• Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</td>
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<th>Cross Curricular Connections</th>
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<tr>
<td>• ELA:</td>
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<tr>
<td>• Evaluating the content and artistic aspects of oral and visual presentations</td>
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<tr>
<td>• Compare and contrast</td>
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