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**Standards**

A. Tone quality

**Learning Targets**

1. • Maintaining and changing a variety of tone qualities and dynamic levels by varying bow weight, speed and contact point in level four through six repertoire

• Play and interpret an extensive range of layered expressive markings

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

• Varying vibrato speed and width

• Balancing ensemble sound in levels 4 through 6 literature

• Interpret and play rapidly changing expressive markings

• 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:
  - Out-of-state symphony
  - College professors
  - Guest artists

**Assessments/Evaluations**

- Teacher observation and feedback
- Content Target assessment on a scoring guide
- Concerts
- 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
- Rhythm a day
- Music repertoire supplemental materials
- Magazines:
  - ASTA
  - NAFME
- Internet sources
- Professional recordings/performances
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<th>Literacy Connections</th>
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**Concept**
- Instrumental Performance Skills
- Improvisation
- Rhythmic Notation
- Symbols of Expression
- Sight Reading

### Standards

B. Advanced to professional rhythm and bowing

### Learning Targets

1. **Learning Targets**

   - 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
   - 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

### Assessments/Evaluations

- Teacher observation
- Content Target assessment on a scoring guide
- Concerts
- 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
- Magazines:
  - ASTA
  - NAFME
- Internet resources
- SmartMusic
- 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
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**Standards**

C. Finger patterns and scales

**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 (MA) 4,5  
MUGLE: PP.2.A  
NETS: 6b,d  
DOK: 2

**Instructional Strategies**

• Guided practice of scale fingering 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  
• Left hand finger pattern hand signals  
• Dry erase boards
Symphonic Orchestra
9-12

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

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

- Electronic tuner
- Music repertoire
- Magazines:
  - ASTA
  - NAFME
- Internet resources
- SmartMusic
- 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
### Standards

**D. Music literacy and vocabulary**

### Learning Targets

1. • Learn and apply music vocabulary in levels 4 through 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

### Alignments:

- **CCSS:** 9-12.RST.4
- **Performance:** 1.5, 2.5, 3.4
- **Knowledge:** (CA) 6 (FA) 3 (MA) 5
- **MUGLE:** PP.2.A-C; EM.1.A,B,E
- **NETS:** N/A
- **DOK:** 4
### Instructional Strategies

- Guided practice to reinforce the process of sight reading in 9th 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
- Provide visual of abstract musical concepts using iPads
- Sing pitches
- Sight reading at 8th grade level
- Music markings

### Assessments/Evaluations

- Content Target assessment on a scoring guide
- Student evaluation
- District music festival
- Group/individual playing tests
- Teacher observation
- Concerts

### 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 9th grade level music

### Instructional Resources/Tools

- Teacher feedback
- Essential elements advanced technique
- Metronome
- SmartMusic
- Music repertoire
- Internet sources
- Magazines:
  - ASTA
  - NAFME
Symphonic Orchestra
9-12

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
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<td>• Identifying stylistic characteristics of musical periods in levels 4 through 6 music literature</td>
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**Alignments:**
CCSS: 9-12.RST.4
Performance: 1.6, 1.9, 2.5, 3.5
Knowledge: (FA) 5 (SS) 6
MUGLE: PP.2.C; HCC.1.C
NETS: N/A
DOK: 4
## Instructional Strategies

- Teacher modeling to listen for identifying elements of musical style in music and point them out as they are heard
- Guided practice by demonstrating the process of building a major chord
- Professional musician modeling (professional symphony trip)
- Dry erase boards to demonstrate abstract musical concepts with a concrete visual
- Music markings
- Listening to professional recordings
- PowerPoints

## Assessments/Evaluations

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

## Sample Assessment Questions

- 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?
- Compare the number of half and whole steps it requires to build a M2, m3 and M3 then highlight ten appearances of each interval in your music

## Instructional Resources/Tools

- Teacher feedback
- Essential elements advanced technique
- Metronome
- SmartMusic
- Music repertoire
- Internet sources
- Magazines:
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  - NAFME
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