

Concert Orchestra
9-12

Strand	Product Performance Artistic Perceptions	
Concept	Instrumental Performance Skills Expression and Technical Skills Group Playing Critique Musical Performances and Compositions	
<u>Standards</u>		<u>Learning Targets</u>
A. Tone quality		<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • 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		

Concert Orchestra
9-12

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

Concert 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

- Science – Physics:
 - Weight
 - Velocity
 - Sound

Concert Orchestra
9-12

Strand	Product Performance Elements of Music	
Concept	Instrumental Performance Skills Improvisation Rhythmic Notation Symbols of Expression Sight Reading	
<u>Standards</u>		<u>Learning Targets</u>
B. Intermediate to advanced rhythm and bowing		<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • 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 MUGLE: PP.2.A; PP.3.A; EM.1.A,C,E 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?

Concert Orchestra
9-12

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

Concert Orchestra
9-12

Strand	Product Performance Elements of Music	
Concept	Instrumental Performance Skills Melodic Notation	
<p style="text-align: center;"><u>Standards</u></p> <p>C. Finger patterns and scales</p> <ul style="list-style-type: none"> Develop and apply instrumental skills to perform and communicate through the arts 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> 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
<p>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</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> 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 		

Concert Orchestra
9-12

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

Concert Orchestra
9-12

Strand	Product Performance Elements of Music	
Concept	Instrumental Performance Skills Expression and Technical Skills Repertoire Rhythmic Notation Melodic Notation Sight Reading	
<u>Standards</u>		<u>Learning Targets</u>
D. Advanced music literacy and vocabulary		<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • 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 MUGLE: PP.2.A-C; EM.1.A,B,E NETS: 6b DOK: 4		

Concert Orchestra
9-12

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

Concert Orchestra
9-12

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	
<u>Standards</u>		<u>Learning Targets</u>
E. Music theory and history		<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • 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

Concert Orchestra
9-12

Strand	Product Performance Artistic Perceptions	
Concept	Imitation – Play by Ear Improvisation Musical Characteristics, Events and Descriptors	
<u>Standards</u>		<u>Learning Targets</u>
F. Advanced ear training		1. <ul style="list-style-type: none"> • Basses and cellos tune instruments by matching harmonics • Tune instruments as an ensemble setting using fifths • Imitate melodic lines with the range of an octave • 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		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • 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 		

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9-12

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

Concert Orchestra
9-12

Strand	Artistic Perceptions	
Concept	Criteria for Musical Performance and Compositions	
<u>Standards</u>		<u>Learning Targets</u>
G. Musicianship		1. <ul style="list-style-type: none">Follows cues and basic expressive movements of the conductorDevelop 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
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		
<u>Instructional Strategies</u> <ul style="list-style-type: none">Teacher conducting using various patterns and expressive gesturesGuided and independent problem solvingStudent conducting complex patterns in 6/8 and 12/8Play video clips of different orchestras playing the same piece to analyze performancesVenn diagram to show comparison and contrasts of musical performances		
<u>Assessments/Evaluations</u> <ul style="list-style-type: none">Individual reflection of performanceConcerts – analyzing the orchestra’s performance as a whole and by sectionsContent target assessment scoring guideStudent’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